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ABSTRACT

This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys the assessment procedures in current use. Part I discusses the problems and issues involved in the psychological assessment of ethnic minority and refugee clients, summarizes some of the background factors that influence the choice of assessment instruments for use with refugees, and highlights some limitations of cross-ethnic clinical assessment. Part II identifies some of the promising procedures listed in the index of psychological tests for cross-cultural assessment in the last section of the report. Part III provides a summary and conclusion along with recommendations for improving the quality of psychological assessment in refugee programs. Part IV comprises the Survey of Psychological Measurement Literature: Index of Psychological Tests for Cross Cultural Assessment, a survey of the available assessment procedures that provide clinical diagnostic information about refugee patients in mental health settings. (TE)

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CROSS-CULTURAL PSYCHOLOGICAL ASSESSMENT:
ISSUES AND PROCEDURES FOR THE PSYCHOLOGICAL APPRAISAL OF REFUGEE PATIENTS

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The necessity of conducting psychological assessment of individuals from different cultural and ethnic backgrounds has increased considerably in recent years due, in part, to the increase in immigration of refugees from other countries. Numerous problems beset the mental health professional charged with the task of assessing refugees though exigency clearly dictates that psychological evaluation for clinical problems be done. This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys assessment procedures in current use. The structure of this report is as follows:

Part I introduces the reader to some of the problems and issues involved in psychological assessment with ethnic minority and refugee clients. The goal of this section is to summarize some of the background factors that influence choice of assessment instrument for use with refugees and highlights some of the limitations of cross-ethnic clinical assessment.

Part II highlights some promising procedures that are listed in the _Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment_ (INDEX) in the last section of this report.

This section is incorporated to provide an illustration of the use of the INDEX.

Part III incorporates a summary and conclusion section along with recommendations for improving the quality of psychological assessment in refugee programs.

Part IV contains the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX). This is a survey of the available assessment procedures or tasks that have received attention as possible procedures to provide clinical diagnostic information about refugee patients in mental health settings. The procedures included here are those obtained through an extensive search of the published psychological testing literature.

PART I

Section 1

MENTAL HEALTH PROBLEMS OF REFUGEES: TWO PERSPECTIVES OF THE PSYCHOLOGICAL ASSESSMENT SITUATION

Refugees living in the United States typically view themselves and their problems in ways different from white, majority class mental health workers. Moreover, refugees who have experienced traumatic departures from their home countries are likely to view authorities with some suspicion and mistrust. Consequently, they may not be very open to assessment and recommendations when encountering a mental health professional.

Cross-cultural mental health contacts are frequently characterized by misunderstanding on the part of the mental health professional as well as by wariness and puzzlement on the part of the refugee. A number of issues present themselves when majority professionals attempt to view and appraise mental health problems of clients from different cultural backgrounds. Mental health professionals who have had little contact with minority or refugee populations may view the mental health problems faced by refugees to be similiar to problems of majority Americans and in initial contact with them respond inappropriately in ways similiar to how they would respond with majority clients. Recommendations by mental health professionals are frequently based upon inadequate assessments of the problems and a lack of appreciation of the problem from the refugee's perspective.

The cross-cultural mental health encounter, particularly those between a newly arrived refugee and a white, middle class clinician, is often marked by a great deal of distance between the parties and a sense of frustration over the failure to " get through" to the other person.

1. Cultural differences in personality.

Personality factors or characteristics commonly seen among individuals in the United States may not exist in the same degree among individuals in refugee groups or might be distributed with highly different frequencies than

Western professionals are accustomed to viewing them. For example, personality characteristics, such as extraversion or sociability, that might frequently be observed in majority clients may not be apparent in the minority group person or refugee. This is an example where correlations between behavior and personality are inappropriately assumed to be cross-culturally valid. Assuming a similiar frequency of personality traits between two groups could lead to diagnostic problems. A mental health professional might misread the behavior of a refugee client who appears "non-assertive and does not maintain eye contact" as shy, introverted, unfriendly and unsociable.

2. Disparate expectations.

As noted above, refugees are likely to have highly different expectations of the mental health environment than clients usually seen by the mental health professional. Refugees typically do not have past association with professionals such as psychiatrists, psychologists or psychiatric social workers and the idea of mental health assistance is alien to them. Thus, it is important for the professional to assess the patient's expectations rather than making false assumptions.

Most mental health professionals working within the mental health system in the United States are majority reared individuals with white, middle class values and with predictable orientations toward psychological problems and amelioration techniques. The initial mental health encounter between a majority oriented professional and a refugee or minority group member as a client frequently results in a culture-conflict in which both parties fail to understand the other and to communicate adequately their own interests, needs, and goals.

3. English language or communication difficulties.

A basic and frequently encountered problem, occuring in programs that provide mental health services for refugees, is that the typical patient has little facility with the English language and the mental health professional has no skill in the refugee client's language. This problem is often pronounced in situations where the refugee population increases rapidly such as in the late 1970's resulting in a scarcity of translators. Even in situations where trained translators were available for communicating with refugee clients the clinical situation is altered significantly when clinical material and interview questions must be posed through a translator. This is an important issue with regard to psychological testing since most psychological tests employ verbal content and require accurate and standardized presentation of test stimuli in order to assume test equivalency. Translators are almost never trained in psychometric principles even if they are well trained in psychology and psychopathology and do not appreciate the necessity of standardized test administration.

4. Differing educational and experience factors.

Mental health professionals may have a number of well ingrained expectations about patient's characteristics and behavior. We expect, for example, that the mental health patient will enter into the clinical situation with a motivation or mind-set to assist the mental health professional to understand their situation and help them determine what the problems are and what factors might have contributed to their development. We further expect that the patient will be willing to participate in an interview that probes for personal information relevant to the problems at hand and that the individual would be willing to submit to a range of psychological tests or procedures to help the clinician obtain a more complete, objective perspective on the problems. Underlying these normal expectations held by the professional are assumptions that the individual will have sufficient experience with such things as tests and will be able to perform them as any one does. These expectations are frequently not met. Many psychological tests incorporate stimuli that only indirectly reflect the characteristics being measured. Individuals reared in non-Western cultural settings without the benefit of indoctrination into psychological thinking common among Western people may have difficulty seeing the relevance of the questions being asked on tests; they fail to see the importance of some of the tasks that psychologists ask them to perform.

5. Different conceptualizations about what is abnormal.

It has been demonstrated that most cultures have a conceptualization of deviant (Murphy, 1976) although the nature and extent of the problems are likely to vary. However, the views of the nature of abnormal behavior and the manifestations of behavior problems will likely be considerably less differentiated in the refugee's experience than among professional people in Western countries. Behavior or attitudes that we might view as problematic might be minimized or ignored by refugees. Consequently, important information as to the patient's clinical status may be unavailable to the clinician because the refugee patient fails to report or is unable to report his or her feelings.

6. The refugee may have highly differing conceptualizations of what causes problems than mental health workers have.

The refugee client may not view his or her present mental health symptoms, for example depressed mood, as a problem with a psychological origin or one that could be dealt with by talking about them. The idea that one's thinking can adversely influence one's physical health may be alien to the refugee's experience.

Individuals reared in less industrialized societies may bring with them to the new culture particular beliefs about causation and explanations of natural phenomena that are quite different from the contemporary twentieth century view. The ideas underlying modern medicine, for example the theory of viral transmission of disease or the idea that psychological factors can influence physical disease processes, may be unknown or unexplicable to many refugees. Contemporary views of medical or psychological causation are no more intuitively self-evident than are the views of spiritual causation held by many Third World people. Belief in possession and animism may have as much intuitive validity to individuals from Third World countries as our objective scientific views are to contemporary Westerners. No matter how much we believe in their correctness, the viral theory or immunological processes are beliefs about nature that may be unknown to the refugee and may be as difficult to accept as would the idea of spirit world influence be to modern medicine.

7. Refugees, themselves, rank their problems, in terms of primacy and priority, differently than do many Western professionals.

Professionals in the United States tend to view the problems of refugees differently than do the refugees themselves. It is not uncommon for mental health professionals to view their refugee patients as experiencing primarily stress, depression or some other Western-based mental health problem. However, when asked, refugees reported that their problems are: Lack of English language skills, family separation, unemployment and insufficient funds, lack of transportation and insufficient child care. (Strand & Jones, 1985). This difference in the way the different parties perceive problems may strongly influence the mental health contact and result in incomplete or inappropriate services.

8. Differing views of amelioration of psychological problems

The fact that refugees from Third World countries may view possible ameliorating conditions differently is often dramatic. In one medical emergency room in Minnesota a physician was treating a Hmong child for a bruised and what appeared to be an infected arm. There were, surrounding the bruise, a number of red lines radiating from the center. Puzzled by the unusual appearance of the bruise the physican inspected the red marks closer and found that they disappeared with an alcohol wash. The red marks were actually made by the mother with a "Magic Marker" that she had used to treat the bruise. She found the " magic medicine" at a drug store counter and decided that this would help her child's arm.

Similarly, many individuals from non-Western cultures have differing views as to how to resolve mental health problems as well. The notion that a troubled person might receive help by talking over problems with a stranger is an alien idea to many refugees.

Section 2

CONTEMPORARY PROBLEMS WITH PSYCHOLOGICAL TESTING IN REFUGEE MENTAL HEALTH PROGRAMS

The use of psychogical tests to appraise characteristics of individuals from diverse cultural backgrounds.

This report addresses the problems and issues surrounding cross-cultural psychological assessment and provides a summary of the procedures that have been used to appraise individuals from diverse cultural backgrounds. General problems and prospects of using psychological tests cross-culturally have been extensively described (Brislin, Lonner, & Thorndike, 1973; Butcher & Pancheri, 1976; Butcher & Bemis, 1984; Parek & Rao, 1980; Triandis & Berry, 1980). Before we begin our consideration of the assessment procedures used in refugee patient assessment it would be valuable to summarize some of the issues and problems found through visits to several contemporary refugee mental health programs in the United States during 1985-1986 by the site visiting teams of the University of Minnesota Technical Assistance Center program. A more detailed discussion of these findings can be obtained by the report submitted by Dr. Joseph Westermeyer (Models of Assessment, Treatment, and Prevention for Social Adjustment and Mental Health of Refugees, 1986).

A number of site visits to mental health programs for refugees were conducted by the Technical Assistance Center staff during 1985-1986. One important focus of the site visits included a study of the nature and amount of psychological assessment services being provided by mental health programs for refugee populations. A number of conclusions were reached:

1. Many mental health programs do not provide psychological assessment services for refugee clients.

2. Most refugee mental health programs in the United States do not incorporate qualified psychological assessment specialists in their assessment, research, and clinical service programs.

3. There was a notable absence of trained psychological assessment specialists developing psychologically valid and culturally relevant assessment procedures for refugees. As a result, many refugee mental health programs typically employ conceptually weak, unvalidated, and inappropriate assessment devices to evaluate refugee clients.

4. Most refugee mental health programs do not employ clinical psychologists, trained in cross-cultural assessment, to conduct the psychological evaluations of refugee clients. Some programs have non-psychologists, such as non-professional refugees or mental health workers who are untrained in psychological assessment theory but are administering psychological tests to refugees.

5. Some refugee mental health programs, which do employ trained individuals to conduct psychological evaluations, do not use well translated and validated measures for the evaluations. The assessment procedures being used are frequently:

a. Inappropriate for the population or the problems being assessed, for example, untrained refugee workers are sometimes responsible for administering the Rorschach, an instrument that requires both extensive background in personality theory and considerable supervised experience to interpret.

b. Non-standard use of psychological tests, for example, some sites reported that bilingual workers, not trained as psychological testers, administer tests such as the Wechsler Adult Intelligence Scale by translating each item on the spot, as the test administration proceeds, rather than using a single translated version of the test for all clients.

c. A number of refugee mental health facilities use screening instruments that were improvised without sufficient test construction care to assure translation adequacy or that the instrument is measuring the desired characteristics well.

In conclusion, although psychological test applications with refugee populations offer some of the most challenging situations in clinical psychological assessment, refugee mental health programs typically approach them with minimal and misdirected efforts. The worst case scenerio is frequently played out in efforts to provide psychological testing services to refugees. In summary, the psychological assessment of refugees is most frequently characterized by untrained people using unvalidated or inappropriate measures to assess people who have little experience with Western psychology and who tend to view their problems as non-psychological in nature.

Section 3

IMPORTANCE OF PSYCHOLOGICAL ASSESSMENT IN PROVIDING MENTAL HEALTH SERVICES FOR REFUGEES

It is well established that many refugees, particularly in their early days in a new culture, are at risk for developing psychologically based stress disorders and depression (Williams & Westermeyer, 1986). Many clinicians have found themselves in the situation of having to evaluate and make dispositional recommendations for individuals who are culturally different and speak little or no English. Psychological tests can provide valuable information that mental health professionals can effectively employ to understand and use in making decisions about refugee clients. As we shall see later a large number of psychological procedures have been used and developed for refugee clients. However, it is important for mental health professionals to be aware of some of the factors and limitations of standardized psychological procedures with individuals from different cultural backgrounds. In the section that follows, a discussion of the use of psychological tests in cross-cultural settings will be presented. This material is designed to provide the reader with some of the general definitions and issues pertinent to evaluating the applicability of the psychological assessment procedures presented in the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX). This section will address special problems in using psychological assessment procedures developed in one culture and language with individuals from different cultural backgrounds.

The use of psychological tests with individuals who are different, in terms of language and cultural background, from the cultural group on which the test was developed is fraught with problems. Not only are there potential problems of differing languages but the use of standardized psychological tests themselves may be difficult to justify with some populations since many refugees have little exposure to the concept of psychological testing. Readers interested in exploring further the issues and practices involved in cross cultural psychological testing could consult Brislin, Lonner & Thorndike, (1973); Butcher & Pancheri, (1976); Butcher & Bemis, (1984); Sechrest, Fay & Zaidi, (1972); and Werner & Campbell, (1970).

Another potential problem that requires attention in developing or selecting a psychological test for use with a refugee client is that of equivalence of measures. The test user should be careful in assuring that the test development or adaptation procedures for the instrument sufficiently address the matter of test equivalency and that the adaptation demonstrated that the instrument measures the same constructs in the same way in the new culture as with the developmental sample.

Several aspects of psychological test development are of relevance in considering a cross-cultural test use.

1. The format of the test might be problematic for refugees. The test user should assure that the format of the test and the test stimuli are relevant for the population on which it is to be used. For example, in Hawaii, when referring to north, south, east and west the words mauka, Diamond Head, Ewa, and makai can also be used to suggest the four directions, e.g. mauka = mountain direction or side of the Island of Oahu; Diamond Head = one end; Ewa = the opposite end from Diamond Head, and makai = ocean or the opposite side of the Island from the mountain range. These clarifying words can be used on the Stanford-Binet test problem where points on the compass are used.

2. The item translation needs to be carefully evaluated prior to broad usage with refugees. The adequacy of translation of verbal instructions needs to be carefully addressed and the translation of the verbal items for self administered questionnaires requires special attention.

3. If standard psychological tests are unavailable for an assessment situation the clinician needs to adapt or attempt to use less structured but potentially less reliable and valid procedures, for example projective techniques. This is a rule of thumb type of assessment. In situations where the error in assessment may be high but the lack of assessment would be more problematic, that is, when the clinician must arrive at some determination in the case on some grounds more, informal or non-standard methods will

be used. These desperation efforts at understanding the culturally different client need to be carefully scrutinized. In some situations it may be necessary to tailor a psychological procedure for use with refugee patients. In so doing it is important to:

a. Choose relevant and appropriate stimulus materials.

b. Provide careful translation of test content in other languages.

c. Acknowledge variations from standard procedures and take these deviations into account when interpreting the results.

d. Evaluate where possible the adaptation procedures to determine the equivalence and test adequacy.

4. Agencies should employ standardized psychological tests which are culturally relevant and possess valid test norms and interpretations where possible. It may not be possible to conduct extensive validation tests prior to using a translated procedure in a new cultural setting. Tests with substantial empirical bases, such as the Minnesota Multiphasic Personality Inventory (MMPI), which have been adapted in scores of languages may have considerable interpretive generality as a result of previous studies. There is considerable transplant validity with the MMPI (Butcher & Garcia, 1978) or the Porteus Maze Test. The clinician is justified in applying an MMPI interpretation developed in one country for populations in another since numerous studies have demonstrated the validity of the generalization for the constructs being

measured. However, for instruments that have a limited empirical base or limited cross-national research, test interpretations based on a single culture should only be cautiously applied.

Section 4

APPLICATION OF PSYCHOLOGICAL MEASURES IN ASSESSMENT OF REFUGEE POPULATIONS

In this section we will discuss a number of issues pertinent to using psychological tests in appraising personality factors in refugees. We will begin with a discussion of several general issues that bear on the utility and validity of personality measures with populations for which the test was not originally developed. We will then turn to an examination of some specific qualities of psychological tests with reference to their use in cross-cultural situations. Both the benefits and the limitations involved in their use will be discussed.

Special problems in applying personality measures in sub-cultural contexts.

The use of some psychological procedures, such as symptom check lists, significant life event forms, and specific face valid health questionnaires is fairly straightforward and requires little theoretical discussion. Given that the instruments are translated appropriately the results can be used clinically in a similiar fashion as their Western counterparts are with clients from this culture. Clinical interpretation of translated forms of instruments like the SCL 90 or Social Readjustment Schedule require little or no alteration from standard interpretation procedures. The use of formal or standardized psychological tests where reference to norms, either implicit or explicit, are required for interpretation of the results is more complicated. Some issues that are pertinent to understanding cross-cultural application of standardized psychological procedures need to be further addressed.

Assessment of personality, by psychological tests, in many respects is a culture bound activity requiring a specification of both personal variables and environmental context factors. In order for us to understand and appraise personality characteristics through current methodology we need to have a broad understanding of the range of traits, needs, and motives and the cultural expectations of the group we are studying. Since we have already established the potential problems in comparing personality factors across cultural boundaries, we are faced with a more difficult task of making sense of any measured differences we obtain. We have seen that differences, by definition, are pervasive. Whether these differences are meaningful and clinically significant needs to be determined.

Personality concepts may differ between the different cultural groups. Constructs which might apply for a majority of subjects in one cultural group might have little relevance for individuals in another cultural group. For example, we would find the study of psychological dynamics and social factors centering around eating problems, such as anorexia and bulimia, in the United States very timely and important. However, for some cultural groups, particularly in Third World countries, the problems are infrequent or non-existent.

The need for a standard of measure. In order for many cross cultural personality assessment procedures to be meaningful it is necessary for us to establish standards of measure, or measuring units referred to as norms, which would be relevant and valid for the cultural groups under study and which have sound psychometric qualities. In order for us to establish a set of assessment procedures for use with refugee populations we need to consider some general issues that would guide our selection of instruments.

Distinction between personality research instruments and clinical measures in assessment

The personality assessment literature contains a wealth of information on personality factors and measurement methods. In the cross-cultural field anthropologists and psychologists have attempted since the 1930's to use psychological techniques to compare individuals from diverse cultural groups. Early cross cultural personality assessment studies generally used a measure, usually a projective technique with low, unstructured stimuli and believed not to be culture bound, to assess personality differences. These studies, summarized by Lindzey (1961) and Pelto (1970) typically contrasted diverse cultural groups and obtained disparate responses leading to predictable conclusions that the individuals were indeed different. Most of the early personality assessment studies were conducted without paying sufficient attention to whether the tasks were actually relevant for the populations studied. Most of the early studies focused only upon differences and did not establish relevance by determining if there were similarities between the groups. Just determining that two groups differ on their responses to inkblots produced few findings that would generalize to other populations or were unambiguously interpretable. The search for cross-cultural differences is not characteristic of cross-cultural test research today. Contemporary test applications today more typically center around a practical application of a test for use in making clinical decisions.

Approaches to personality measurement: Idiographic versus nomothetic

An important consideration for evaluating personality measures for assessment research involves making the distinction between the constructs of idiographic and nomothetic approaches to assessment. These general terms refer to two approaches to characterizing individual personality and are important guiding principles for assessing personality. Idiographic approaches require little formal standardization, attempt to understand the individual on his or her own terms while nomothetic approaches attempt to compare the individual with other individuals across variables or dimensions. Nomothetic approaches have as a major goal the discovery of general laws governing the processes under study. In the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX) both approaches to appraising personality with refugee clients are represented. Some techniques in current use involve more subjective idiographic procedures, such as the assessment interview, Rorschach or Thematic Apperception Test while other strategies involve using standardized tests, such as the Wechsler Adult Intelligence Scale-R or MMPI, which place the individual into a normative framework.

In our goal of surveying relevant measures for the evaluation of refugees we have attempted to incorporate a range of techniques, both idiographic and nomothetic, in order to :

1). understand the refugee in his or her current environmental context.

2). employ normative techniques to be able to compare the refugee's problems with those of other known groups.

Approaches to personality measurement: Objective and projective assessment strategies

The distinction between projective and objective personality measure is an important one in determining the potential value of procedures to be used in clinical appraisals. A projective test is one that employs relatively unstructured stimuli, for example inkblots or incomplete sentence stems, to which the subject responds in a generally unrestricted manner. The test responses are generally interpreted in a subjective manner with symbolic meaning given great weight. However, some substantial efforts in objective scoring and interpretation for some techniques, for example Exner's (1974) approach to the Rorschach, have been attempted. In general, the use of projective techniques require more time to administer and score and more specialized training to interpret them than do objective personality measures.

Objective personality measures provide the subject with structured stimuli which limit responding, for example a limited range of response options such as a true-false personality item or list of symptoms to check. Scoring of the test is by arithmetic summing of answers and comparing the scores with norms that have been accumulated. Interpretation of the test is often by mechanical combination of scores and by reference to established correlates to the scale.

There are distinct disadvantages to using projective techniques in psychological assessment. The cost of obtaining projective test data is high since most must be administered, scored and interpreted individually by a fully trained person. This process is generally labor intensive requiring costly professional time. The training of test administrators and interpreters generally requires an extensive academic training program with intensive supervision before the individual has competence in the technique.

Moreover, the scoring and interpretation of most projective techniques, such as the Rorschach or Thematic Apperception Test, are subjective and require considerable professional expertise and judgement. Consequently, projective tests tend to suffer from lower reliabilitiy than more objectively scored and interpreted tests. One cannot assume that because the inkblots are ambiguous stimuli that they are necessarily culture-free. The task of free associating to inkblots is more relevant and practiced in some cultures than in others. Consequently, the Rorschach may be as limited in some cultures as the more verbally saturated instruments. In addition the postulated gain from using an unstructured projective test, such as the Rorschach, is likely to be offset by the increased cost and lower reliability resulting from their use.

Objective personality instruments, such as personality questionnaires, rating scales, and symptom check lists, may provide the cross-cultural researcher with the most practical and most valid approaches to personality information. Most objective inventories involve presenting verbal stimuli such as a written item or checklist. Providing that the items are appropriately translated into the target language to provide equivalent measures and the tasks are structured in such a way as to present the subject with relevant and understandable stimuli questionnaires may be very valuable as a source of personality information. The use of verbal questionnaires assumes that the scale norms and interpretive material are demonstrated to be equivalent for the target population.

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PART II

USE OF PSYCHOLOGICAL ASSESSMENT PROCEDURES WITH REFUGEES: SELECTED ILLUSTRATIONS

The procedures included in the INDEX cover a broad range of clinical assessment methods and psychological tests. The measures cited vary along a number of important test dimensions such as :

The ease of adaptability of procedures. Some instruments are relatively easy to adapt and use in refugee assessment while others are more difficult and involve more complicated interpretation procedures. The Adjective Checklist (See Naditch & Morrissey, 1976) can provide relatively straightforward self-descriptions of the individual, assuming, of course, that the adjectives were adequately translated and the testing situation was appropriately structured. However, the use of the Zung Depression Scale involves a somewhat higher level of inference and requires more care in interpretation. The most difficult to adapt tests are those that require great interpretive leaps, such as the Rorschach Inkblot Test, which, we noted earlier, involves an extensive amount of training, administration time, and interpretive skill for the information to be meaningful.

The level of inference required in their use. Some procedures such as the Cornell Medical Index (See Charron & Ness, 1981; Berry & Blondel, 1982) require very little in the way of psychological rationale or theoretical transposition for use with refugees whereas the use of the Rokeach Scale of Values requires more assumptions about the structure of the individual's experience and consequently has more interpretive limitations.

The range of information provided. Tests differ in terms of the band width and fidelity dimensions. Some psychological procedures provide a narrow band of information, for example Depression (See Jacobson & Crowson, 1983) but measure this construct with reasonable fidelity or reliability. Other instruments, such as the 16PF (See Mehryar, 1972) measure a broader range of constructs but do so at some loss of fidelity especially in cross-cultural contexts.

The amount of standardization that is required. Some of the procedures included in the INDEX do not require standardization in the strict sense of the term, that is, do not require the provision of a formal set of specialized norms for interpretation. For example, the use of the Social Adjustment Scale Questionnaire to determine the number of recent significant stressors a person faces does not require special norms for interpretation and can provide interesting and valuable information about refugees (See Vignes & Hall, 1979). However, the translation and use of a Wechsler Adult Intelligence Scale requires not only that the scale be adequately translated with appropriate alterations in test item content but that new norms for the target population be developed.

The INDEX can provide the practitioner with a wide range of information on psychological procedures that have been used in cross-cultural and refugee assessment.

PART III

SUMMARY AND CONCLUSIONS

The use of psychological tests with refugees poses some difficult, though not insurmountable problems, for the mental health professional. However, the benefits of having psychological test data on clients outweigh the disadvantages of adapting tests for refugee populations. Prominent issues that need to be addressed in any cross-cultural test adaptation, commonly experienced in refugee mental health programs, include:

a. Assurance of test translation adequacy.

b. Assurance of test equivalence with the target population.

c. Determination of test reliability in the new testing situation. That is, assuring that the test is measuring the personality characteristics in the same way in the target population.

d. Determination of test validation. Insuring that the test is predicting the same behaviors in the target population as it did in the developmental culture.

e. Assuring that the test is relevant for the target population.

Most refugee mental health programs , with which we are familiar, do not routinely incorporate the most effective psychological test practices. Several circumstances illustrating the lack of psychological testing sophistication in refugee mental health programs have been noted:

a. Psychological testing services are not included in a number of refugee mental health facilities.

b. There is a scarcity of psychological test development specialists conducting test development research with refugee populations.

c. There is a limited number of proven, well-established, translated or adapted tests available for refugee populations. Of the available, translated instruments little empirical research has been published to support their use in clinical practice.

d. There are few trained clinical psychologists currently involved in existing mental health programs for refugees that are using psychological assessment procedures. Consequently, there appears to be some misuse of psychological test procedures since individuals untrained in psychological testing are often given the responsibiliy of conducting psychological evaluations with refugee clients.

A relatively wide range of psychological assessment procedures have been developed or adapted for use with culturally diverse populations (See INDEX PP 36). Many psychological procedures, such as the Eysenck Personality Inventory, the MMPI and the SCL-90, have been used extensively in cross cultural assessments and have both adaptable formats and a validation base that supports their use. However, a number of the instruments have very little adaptation research for cross-cultural populations.

The primary goals of this survey and descriptive INDEX were to review the range of psychological assessment procedures that have been used with refugee populations and to determine if there are procedures that show particular promise and utility for further development and use with refugee populations. We can see that a great deal of research has been conducted with the aim of adapting a wide variety of psychological assessment procedures for refugee populations. However, the task of refining and cross-validating existing measures of refugee-relevant psychological assessment measures has only begun.

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PART IV

SURVEY OF CLINICAL ASSESSMENT LITERATURE WITH REFUGEES: INDEX OF PSYCHOLOGICAL TESTS FOR CROSS-CULTURAL APPLICATIONS.

This INDEX was prepared with the assistance of Noriko Shiota, Kim Nguyen, and Yossef Ben Porath of the Department of Psychology University of Minnesota, Minneapolis, Minnesota, 55455.

SURVEY OF PSYCHOLOGICAL MEASUREMENT LITERATURE: INDEX OF PSYCHOLOGICAL TESTS FOR CROSS-CULTURAL APPLICATIONS.

This Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX) was developed to provide a survey of techniques for potential psychological test users to follow in selecting assessment instruments for refugee mental health programs.

This survey provides a listing and description of a wide range of psychological measures that have been employed for use in mental health assessment with cross-cultural populations. The INDEX includes information that was available from a review of the literature through June 1986. Most of the tests described in the INDEX are clinical assessment instruments although several educational instruments and vocational tests, in wide use with refugees, are included. No attempt has been made to validate or critically appraise the instruments listed in this INDEX. Rather, our goal has been to survey the range of available instruments, describe their use and cite a relevant source for the user to seek additional information.

The test information abstracted in this INDEX was entered into a computer data base program, Notebook II, on an IBM microcomputer. Information concerning the data base can be obtained by contacting Dr. James Butcher of the

Department of Psychology at the University of Minnesota or Dr. Amos Deinard of the _Technical Assistance Center Project_. University of Minnesota.

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NUMBER 1

PROCEDURE: Academic Achievement Accountability (AAA).

LANGUAGE: Sinhalese, Tamil.

DESCRIPTION: The scales were translated by middle-level management employees of the Ministry of Education of Sri Lanka. In all cases they were translated independently by two individuals, and the two translations were compared for discrepancies. Sometimes, some material was translated back into English by a third party in order to further assure accurate retention of content meaning.

REFERENCE(S): Faustman, W.O., & Mathews, W.M. (1980). Perception of personal control and academic achievement in Sri Lanka. Journal of Cross-Cultural Psychology, 11, 245-252.

NUMBER 2

PROCEDURE: Academic Performance Test.

LANGUAGE: Tamil.

DESCRIPTION: The scales were translated by the Ministry of Education of Sri Lanka. In all cases they were translated independently by two individuals, and the two translations were compared for discrepancies. On occasion, some material was translated back into English by a third party in order further to assure accurate retention of content meaning.

REFERENCE(S): Faustman, W.O., & Mathews, W.M. (1980). Perception of personal control and academic achievement in Sri Lanka. Journal of Cross-Cultural Psychology, 11, 245-252.

NUMBER 3

PROCEDURE: Adjective Check List.

LANGUAGE: English.

DESCRIPTION: The subject endorses adjectives as to whether they apply in describing him/her.

REFERENCE(S): Jones, E.E., & Zoppel, C.L. (1979). Personality differences among Blacks in Jamaica and the United States. Journal of Cross-Cultural Psychology, 10, 435-456.

NUMBER 4

PROCEDURE: Adjective Checklist.

LANGUAGE: Spanish.

DESCRIPTION: Subject endorses adjectives describing his/her personality. The adjectives have been translated into Spanish.

REFERENCE(S): Zukerman, M., & Lubin, B. (1965). Manual for the Multiple Affect Adjective Checklist. San Diego, Calif: Educational and Industrial Testing Service. Naditch, M.P., & Morrissey, R.F. (1976). Role stress, personality, and psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 5

PROCEDURE: Adjective Checklist (ACL).

LANGUAGE: French.

DESCRIPTION: A large number of adjectives are given to the subject to check if they apply to him or her. The adjectives have been translated into French.

REFERENCE(S): Floravanti, M., Gough, H.G., & Frere, L.J. (1981). English, French, and Italian adjective check lists. Journal of Cross-Cultural Psychology, 12, 461-472.

NUMBER 6

PROCEDURE: Assimilation Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: A questionnaire dealing with background, education, family composition, acceptance of new environment, degree of assimilation in the new culture.

REFERENCE(S): Wenk, M.G. (1968). Adjustment and assimilation: The Cuban refugee experience. International Migration Review, 3, 38-49.

NUMBER 7

PROCEDURE: Attitude Toward Disabled Persons Scale Form A.

LANGUAGE: English.

DESCRIPTION: This is a self-report measure in which subjects are requested to respond to various items pertaining to the disabled.

REFERENCE(S): Tseng, M.S. (1972). Attitudes toward the disabled- A cross-cultural study. Journal of Social Psychology, 87, 311-312.

NUMBER 8

PROCEDURE: Attitude-Referent Scale.

LANGUAGE: Hebrew.

DESCRIPTION: This is a five-point rating scale comprised of 75 items, consisting single words and short phrases.

REFERENCE(S): Zak, I., & Birenbaum, M. (1980). Kerlinger's criterial referents theory revisited. Educational and Psychological Measurement, 40, 923-930.

NUMBER 9

PROCEDURE: Behavior Problem Checklist (Revised).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure in which subjects are requested to report various behavioral problems.

REFERENCE(S): Hanna, N.C., Spencer, F.W., & Quay, H.C. (1981). The reliability and concurrent validity of the Spanish translation of the Behavior Problem Checklist. Hispanic Journal of Behavioral Sciences, 3, 409-414.

NUMBER 10

PROCEDURE: Bender Visual-Motor Gestalt Test.

LANGUAGE: Geometric designs.

DESCRIPTION: Nine perceptual figures are copied and then recalled by the subject.

REFERENCE(S): Taylor, R.L., & Partenio, I. (1984). Ethnic differences on the Bender-Gestalt: Relative effects of measured intelligence. Journal of Consulting and Clinical Psychology, 52, 784-788.

NUMBER 11

PROCEDURE: Bender-Gestalt Visual Motor Test Background Interference Procedure (BIP).

LANGUAGE: Geometric designs.

DESCRIPTION: Nine perceptual figures are copied and then recalled by the subject under conditions of background interference.

REFERENCE(S): Adams, R.L. Boake, C. & Crain, C. (1982). Bias in a neuropsychological test classification related to education, age, and ethnicity. Journal of Consulting and Clinical Psychology, 50, 143-145.

NUMBER 12

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Chinese (Mandarin).

DESCRIPTION: This instrument assesses receptive language, ability to understand and follow directions and visual-motor coordination of elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 13

PROCEDURE: Ber-Sil Spanish Test B.

LANGUAGE: Chinese (Cantonese).

DESCRIPTION: This instrument assess receptive language, ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 14

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 15

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Korean.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 16

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Persian.

DESCRIPTION: This instrument assesses receptive langauge, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 17

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Ilokano.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 18

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Tagalog.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 19

PROCEDURE: Brigance Diagnostic Assessment of Basic Skills-Spanish Edition.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to monitor individual student progress through an objective-based curriculum. It is a criterion-referenced instrument appropriate for children from kindergarden to sixth grade.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 20

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: English.

DESCRIPTION: This is a self-report questionnaire in which subjects respond true or false to a range of statements. It is designed to assess normal personality functioning.

REFERENCE(S): Fong, S.L.M., & Peskin, H. (1969). Sex-role strain and personality adjustment of China-born students in America: A pilot study. Journal of Abnormal Psychology, 74, 563-567.

NUMBER 21

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: Japanese.

DESCRIPTION: This is a self report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

REFERENCE(S): Gough, H.G., De Vos, G., & Mizushima, K. (1986). Japanese validation of the CPI social maturity index. Psychological Reports, 22, 143-146.

NUMBER 22

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: Indian.

DESCRIPTION: This is a self-report questionnaire in which the subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

REFERENCE(S): Gough, H.G., & Sandhu, H.S. (1964). Validation of the CPI socialization scale in India. Journal of Abnormal and Social Psychology, 68, 544-547.

NUMBER 23

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: Romanian.

DESCRIPTION: This is a self-report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

REFERENCE(S): Pitariu, H. (1981). Validation of the CPI femininity scale in Romania. Journal of Cross-Cultural Psychology, 12, 111-118.

NUMBER 24

PROCEDURE: California Psychological Inventory (CPI) .

LANGUAGE: Hebrew.

DESCRIPTION: This is a self-report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

REFERENCE(S): Levin, J., & Karni, E.S. (1970). Demonstration of cross-cultural invariance of the California Psychological Inventory in America and Israel by the Guttman Lingoes smallest space analysis. Journal of Cross-Cultural Psychology, 1, 253-260.

NUMBER 25

PROCEDURE: California Psychological Inventory (CPI) Femininity (Fe) Scale.

LANGUAGE: Korean.

DESCRIPTION: This is a self-report scale empirically keyed to differentiate between masculine and feminine characteristics.

REFERENCE(S): Gough, H.G., Chun, K., & Chung, Y.E. (1968). Validation of the CPI femininity scale in Korea. Psychological Reports, 22, 155-160.

NUMBER 26

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: German.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 27

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Italian.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychogical Reports, 17, 379-387.

NUMBER 28

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 29

PROCEDURE: California Psychological Inventory Socialization Scale
.

LANGUAGE: Afrikaans.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 30

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Hindi.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 31

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Punjabi.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 32

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: French.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 33

PROCEDURE: Center for Epidemiologic Studies Depression Scale.

LANGUAGE: English.

DESCRIPTION: This is a self-report measure of depression.

REFERENCE(S): Kuo, W.H. (1984). Prevalence of depression among Asian-Americans. Journal of Nervous and Mental Disease, 171 (8), 449-457.

NUMBER 34

PROCEDURE: Children's Embedded Figures Test.

LANGUAGE: Spanish (Pictorial).

DESCRIPTION: Subjects search for hidden figures embedded in a background.

REFERENCE(S): Lega, L.I. (1981). A Columbian version of the Children's Embedded Figures Test. Hispanic Journal of Behavioral Sciences, 3, 415-417.

NUMBER 35

PROCEDURE: Children's Manifest Anxiety Scale.

LANGUAGE: Japanese.

DESCRIPTION: The original English-language version of the CMAS was translated into Japanese, with the French version used for an independent accuracy check. Words and phrases were selected so as to insure that the items be entirely comprehensible to 9-year-old Japanese children.

REFERENCE(S): Iwawaki, S., Sumida, K., Okuno, S., & Cowen, E.L. (1967). Manifest anxiety in Japanese, French, and United States children. Child Development, 38, 713-722.

NUMBER 36

PROCEDURE: Children's Personality Questionnaire, 1975 Edition (South African Edition).

LANGUAGE: Afrikaans .

DESCRIPTION: This is a self-report personality questionnaire intended for children based upon the adult 16 Personality Factors Questionnaire.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 37

PROCEDURE: Cognitive tasks.

LANGUAGE: American English, Belgian Flemish, Swedish, Finnish, Hungarian, Serbo-Croatian, Turkish, Iranian Farsi, Hindi, Malaysian, Thai and Japanese..

DESCRIPTION: This is a semantic differential technique for assessing interactions among cognitions.

REFERENCE(S): Osgood, C.E. (1979). From Yang and Yin to and or but in cross cultural perspective. International Journal of Psychology, 14, 1-35.

NUMBER 38

PROCEDURE: Cornell Medical Index.

LANGUAGE: Vietnamese.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): Charron, D.W., & Ness, R.C. (1981). Emotional distress among Vietnamese adolescents. Journal of Refugee Resettlement, 1, 7-15. Masuda, M., Lin, K., & Tazuma, L. (1980). Adoptional problems of Vietnamese refugee: II. Life changes and perception of Life events. Archives of General Psychiatry, 37, 447-450.

NUMBER 39

PROCEDURE: Cornell Medical Index-Health Questionnaire.

LANGUAGE: French Canadian.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 40

PROCEDURE: Cornell Medical Index-Health Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 41

PROCEDURE: Cornell Medical Index .

LANGUAGE: Vietnamese.

DESCRIPTION: Translated into Vietnamese by a group of Vietnamese overseas students and double-checked by a Vietnamese doctor. Subject responds to items dealing with health isues.

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of the Vietnam refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 42

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Hmong.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 43

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Khmer.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 44

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Lao.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 45

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Mien.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 46

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Vietnamese.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 47

PROCEDURE: Culture Fair Intelligence Test, Scales 2 & 3.

LANGUAGE: Spanish.

DESCRIPTION: Items with low cultural saturation were selected for this intelligence test.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 48

PROCEDURE: Denver Developmental Screening Test.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a criterion-referenced measure designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

REFERENCE(S): Miller, V., Onotera, R.T., & Deinard, A.S. (1984). Denver Developmental Screening test: Cultural variations in Southeast Asian children. The Journal of Pediatrics, 104, 481.

NUMBER 49

PROCEDURE: Denver Prescreening Developmental Questionnaire.

LANGUAGE: French.

DESCRIPTION: This is a criterion-referenced instrument designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 50

PROCEDURE: Depression Adjective Check Lists. (DACL).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of depression.

REFERENCE(S): Lubin, B.,M., & Collins, J.F. (1985). Depression adjective check lists: Spanish, Hebrew, Chinese, and English versions. Journal of Clinical Psychology, 41, 213-217. Lubin, B., Natalicio, L., & Seever, M (1985). Performance of bilingual subjects on Spanish and English versions of the depression adjective check lists. REF. Lubin, B., Millham, J., & Paredes, F. (1980). Spanish language version of the Depression Adjective Check Lists. Hispanic Journal of Behavioral Sciences, 2, 51-57. Lubin, B., Schoenfeld, L.S., Rinck, C., & Millham, J. (1981). Brief version of the Spanish Depression Adjective Check Lists: Some indices of reliability and validity. Hispanic Journal of Behavioral Sciences, 3, 83-89.

NUMBER 51

PROCEDURE: Depression Adjective Check Lists.

LANGUAGE: Hebrew.

DESCRIPTION: This is a self-report measure of depression.

REFERENCE(S): Lomranz, J., Lubin, B., Eyal, N., & Medini, G. (1981). A Hebrew version of the Depression Adjective Check List.Journal of Personality Assessment, 45, 380-384. Lomranz, J., Lubin, B., Eyal, N., & Medini, G. (1981). Norms for the revised Hebrew version of the Depression Adjective Check List. Journal of Clinical Psychology, 37, 378-379.

NUMBER 52

PROCEDURE: Depression Adjective Checklist (DACL).

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report measure of depression.

REFERENCE(S): Lubin, B.M., & Collins, J.F. (1985). Depression adjective checklists: Spanish, Hebrew, Chinese, and English versions. Journal of Clinical Psychology, 41, 213-217.

NUMBER 53

PROCEDURE: Diagnostic Interview Schedule (DIS).

LANGUAGE: Cambodian.

DESCRIPTION: This is a structured diagnostic interview for adults based on DSM-III.

REFERENCE(S): Boehnlein, J.K., Kinzie, J.D., Ben, R., & Fleck, J. (1985). One-year follow-up study of posttraumatic stress disorder among survivors of Cambodian concentration camp. American JournalPsychiatry, 142, 956-959.

NUMBER 54

PROCEDURE: Diagnostic Interview For Borderline.

LANGUAGE: English.

DESCRIPTION: This is an interview designed to assess ego functioning and psychopathology.

REFERENCE(S): Gibbs, J.T. (1982). Personality patterns of delinquent females : Ethnic and sociocultural variations. Journal of Clinical Psychology, 38, 198-206.

NUMBER 55

PROCEDURE: Draw-a-Person.

LANGUAGE: Japanese.

DESCRIPTION: Subject is asked to draw a figure of a person.

REFERENCE(S): Fukada, N., Vahar, M., & Holowinsky, I.Z. (1965). Qualitative interpretation of draw-a-person reproduction by Japanese chidren. Training School Bulletin, 62, 119-125.

NUMBER 56

PROCEDURE: Edwards Personal Preference Schedule(EPPS).

LANGUAGE: Japanese.

DESCRIPTION: The EPPS was translated into Japanese. However, in addition to mere translation, the EPPS statements were arranged so that the forced choices were balanced for social desirability,while retaining in each item the same choices between any two needs as they appear in the American edition.

REFERENCE(S): Abate, M., & Berren, F.K. (1967). Validation of stereotype: Japanese versus American students. Journal of Personality and Social Psychology, 7, 435-438.

NUMBER 57

PROCEDURE: Edwards Personality Preference Schedual.

LANGUAGE: Hebrew.

DESCRIPTION: A forced-choice measure of personality designed to control for social desirability

REFERENCE(S):

NUMBER 58

PROCEDURE: Embedded Figure Test.

LANGUAGE: Nigerian.

DESCRIPTION: Subjects are asked to detect hidden figures.

REFERENCE(S): Fowler, C.J.H., & Fowler, J.F. (1984). The consistency of Nigerians' performance on three tasks measuring field dependence. International Journal of Psychology, 19, 271-278.

NUMBER 59

PROCEDURE: English as a Second Language (ESL) test.

LANGUAGE: English.

DESCRIPTION: This is a test of English designed for non-native speakers of the language.

REFERENCE(S): Lewis, R. and Derthick, D. Formative testing in Galang. Passage, 2 (1), 52-54.

NUMBER 60

PROCEDURE: English Placement Test.

LANGUAGE: English.

DESCRIPTION: This test has been used in Southeast Asian training programs to provide an indication of the level of English proficiency at which the refugee functions. Twelve forms of the test are in use. Regionally standardized norms are available. The test measures the refugee's language skills in five areas: listening/speaking, reading, writing, literacy in the native language, and basic numeracy.

REFERENCE(S): Anderson, N.J.(1986). Overview of refugee testing in Southeast Asia. Passage,2(1), 50-51.

NUMBER 61

PROCEDURE: Expectations. 3-Item Scale for role evaluation. Self-anchoring Striving Scale. Adjective Check List & Maladjustment.

LANGUAGE: Spanish and English.

DESCRIPTION: Questionnaires were available in both English and Spanish versions.

REFERENCE(S): Naditch, M.P., & Morrissey, R.F. (1976). Role stress,personality, and Psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 62

PROCEDURE: Expressive One Word Picture Vocabulary Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to yield an estimate of a child's basal level of verbal intelligence. Children are requested to give a one word description of stimuli they are shown.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 63

PROCEDURE: Eysenck Personality Questionnaire.

LANGUAGE: Turkish.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism, Psychoticism, and Extraversion/Introversion.

REFERENCE(S): Irfani, S. (1977). Eysenck's extraversion, neuroticism and psychoticism inventory in Turkey. Psychological Reports, 41, 1231-1234.

NUMBER 64

PROCEDURE: Eysenck Personaity Questionnaire (EPQ).

LANGUAGE: Japanese.

DESCRIPTION: This is a self-report,true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychoticism and Extraversion-Introversion.

REFERENCE(S): Iwawaki, S., Eysenck, S.B.G., & Eysenck, H.J.(1977). Differences in personality between Japanese and English. The Journal of Social Psychology, 102, 27-33. Iwawaki, S., Eysenck, S.B.G., Eysenck, H.J. (1980). Japanese and English personality structure: A cross-cultural study. Psychologica, 23, 195-205.

NUMBER 65

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism, Psychoticism, and Extraversion/Introversion.

REFERENCE(S): Eysenck, S.B.G., & Chan, J. (1982). A comparative study of personality in adults and children: Hong Kong and England. Personality and Individual Differences, 3, 153-160.

NUMBER 66

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Hungarian.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factoraial dimensions of personality:Neuroticism, Psychoticism, and Extraversion/Introversion.

REFERENCE(S): Eysenck, S.B.G., Kozeki, B., & Kalmanchey-Gelenne, M.(1980). Cross cultural comparison of personality: Hungarian children and English children. Personality and Individual Differences, 1, 347-353.

NUMBER 67

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism,Psychotocism and Etraversion/Introversion.

REFERENCE(S): Eysenck, S.B.G., Escolar, V., & Lobo, A. National differences in personality: Spain and England.(Submitted to) Revista de psiquiatria y psicologia Medica de Europa y America Latinas.

NUMBER 68

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Italian.

DESCRIPTION: This is a self-report, true/false personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism, Psychoticism, and Extraversion/Introversion.

REFERENCE(S): Eysenck, S.B.G. (1981). National differences in personality: Sicily and England. Italian Journal of Psychology, 8, 87-93.

NUMBER 69

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Greek.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism, Psychoticism, and Extraversion-Introversion.

REFERENCE(S): Dimitriou, E.C., & Eysenck, S.B.G. (1978). National differences in personality: Greece and England. International Journal of Intercultural Relations, 2, 266-282.

NUMBER 70

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Portuguese.

DESCRIPTION: This is a self-report, true/false, personality questionnaire desugned to measure major factorial dimensions of personality:Neuroticism, Psychoticism, and Extraversion/Introversion.

REFERENCE(S): Tarrier, N., Eysenck, S.B.G., & Eysenck, H.J. (1980).National differences in personality; Brazil and England. Person and Individual Differences, 1, 164-171.

NUMBER 71

PROCEDURE: Fisher's Scale of Maladjustment and Rigidity .

LANGUAGE: English.

DESCRIPTION: This is a system for coding Rorshach responses that yields specific indices of maladjustment and personal rigidity.

REFERENCE(S): DeVos, G. (1955). A quantitative Rorschach assessment of maladjustment and rigidity in acculturating Japanese Americans. Genetic Psychology Monograph, 52, 51-87.

NUMBER 72

PROCEDURE: Florida Health Study-Depression Scale.

LANGUAGE: Spanish.

DESCRIPTION: William Vega coordinated the eight member translation team. They pretested the questionnaire to check for the efficacy of the items.

REFERENCE(S): Vega, W., Warheit, G., Buhl-Auth, J., & Meinhardt, K.(1984). The prevalence of depressive symptoms among Mexican Americans and Anglos. American Journal of Epidemiology, 120, 592-607.

NUMBER 73

PROCEDURE: French's Kit of Reference Test of Cognitive Abilities.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a battery of tests of various cognitive abilities.

REFERENCE(S): Guthrie, G.M., Sinaiko, H.W., & Brislin, R. (1971). Nonverbal abilities of Americans and Vietnamese. The Journal of Social Psychology, 84, 183-190. French, W.J., Ekstrom, R.B., & Price, L.A. (1963). Kit of reference tests for cognitive factors. Princeton, N.J.: Educational Testing Service.

NUMBER 74

PROCEDURE: General Health Questionnaire.

LANGUAGE: Chinese.

DESCRIPTION: This self-report measure assess various aspects of respondents' health.

REFERENCE(S): Chan, D.W., & Chan, T.S. (1983). Reliability, validity and the structure of the General Health Questionnaire in a Chinese context. Social Psychological Medicine, 13, 363-371.

NUMBER 75

PROCEDURE: Goodenough-Harris Drawing Test.

LANGUAGE: Non-verbal.

DESCRIPTION: This is a revision and extension of the Goodenough Intelligence test intended for children ages 3-15.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 76

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to screen elementary school students for the creatively gifted by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 77

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: French.

DESCRIPTION: This measure is designed to screen elementary school students for those that are creatively gifted, by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 78

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: Hebrew.

DESCRIPTION: This measure is designed to screen elementary school students for those that are creatively gifted, by identifying those with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 79

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: German.

DESCRIPTION: This instrument is designed to screen elementary school children for those that are creatively gifted, by identifying students with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Service, Inc.

NUMBER 80

PROCEDURE: Hannah-Gardner Test of Verbal and Nonverbal Language Functioning.

LANGUAGE: Spanish.

DESCRIPTION: This is a screening device for identifying English and Spanish speaking children with language deficits. It is intended for children ages 3.5-5.5.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 81

PROCEDURE: Heimler Scale of Social Functioning (HSSF).

LANGUAGE: English.

DESCRIPTION: Subject is asked to respond to items dealing with frustration and satisfaction.

REFERENCE(S): Marx, M.B., Garrity, T.F., & Somes, G.W. (1977). The effect of imbalance in life satisfactions and frustrations upon illness behavior in college students. Journal of Psychosomatic Research, 21, 423-427.

NUMBER 82

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25).

LANGUAGE: Lao.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese version

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NUMBER 83

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25) .

LANGUAGE: Vietnamese.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese versions.

NUMBER 84

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25).

LANGUAGE: Cambodian.

DESCRIPTION: Subject is asked to identify symptoms that he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese versions.

NUMBER 85

PROCEDURE: HPL (Human Population Laboratory) Survey Questionnaire .

LANGUAGE: Spanish.

DESCRIPTION: This is a self report measure of health practices.

REFERENCE(S): Roberts, R.E. & Lee, E.S. (1980). Health practices among Mexican Americans: Further evidence from the human population laboratory studies. Preventive Medicine, 9, 675-688.

NUMBER 86

PROCEDURE: Infant Temperament Questionnaire (Revised).

LANGUAGE: Chinese.

DESCRIPTION: A measure of infant temperament based on parents observations and reports.

REFERENCE(S): Hsu, C.C., Soong, W.T., Stigler, J.W., Hong, C.C., & Liang, C.C. (1981). The temperamental characteristics of Chinese babies. Child Development, 52, 1337-1340.

NUMBER 87

PROCEDURE: Internal-External (I-E)Locus of Control Scale.

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report measure designed to assess the person's internal vs. external locus of control.

REFERENCE(S): Hsieh, T.T.Y., Shybut, J., & Lotsof, E.J. (1969). Internal versus external control and ethnic group membership: A cross-cultural comparison. Journal of Consulting and Clinical Psychology, 33, 122-124.

NUMBER 88

PROCEDURE: Internal-External Locus of Control Scale.

LANGUAGE: Japanese.

DESCRIPTION: This is a self-report measure designed to assess the person's internal vs. external locus of control.

REFERENCE(S): Evans, M.H. (1981). Internal-External locus of control and word association. Journal of Cross-Cultural Psychology, 12, 372-382.

NUMBER 89

PROCEDURE: Internal-External Locus of Control Scale.

LANGUAGE: Hebrew.

DESCRIPTION: A self-report measure of internal vs. external locus of control.

REFERENCE(S): Paiser, K.(1980). The Rotter Internal-External Locus of Control Scale: Description of the scale and initial data on the Hebrew translation. University of Haifa.

NUMBER 90

PROCEDURE: IPC (Internal-External Control).

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report measure that assess the person's internal vs. external locus of control.

REFERENCE(S): Lao, R.C. (1978). Levenson's IPC (Internal-external Control) scale: A comparison of Chinese and American students. Journal of Cross-Cultural Psychology, 9, 113-124.

NUMBER 91

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career exploration.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 92

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career-exploration.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 93

PROCEDURE: Junior Eysenck Personality Inventory (JEPQ).

LANGUAGE: Uganda.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self report personality inventory yields measure of neuroticism, psychoticism and introversion-extraversion.

REFERENCE(S): Honess, T., & Kline, P. (1974). The use of EPI and JEPI with a student population in Uganda. British Journal of Social and Clinical Psychology, 13, 96-98.

NUMBER 94

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Japanese.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and intraversion-extraversion.

REFERENCE(S): Iwawaki, S., Eysenck, S.B.G., & Eysenck, H.J. (1980).The universality of typology: A comparison between English and Japanese school children. The Journal of Social Psychology, 112, 3-9.

NUMBER 95

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Hungarian.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.

REFERENCE(S): Eysenck, S.B.G., Kozeki, B., & Gellenne, M.K. (1980).Cross-cultural comparison of personality: Hungarian children and English children. Personality and Individual Differences, 1, 347-353.

NUMBER 96

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Chinese.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.

REFERENCE(S): Eysenck, S.B.G., & Chan, J. (1982). A comparative study of personality in adults and children: Hong Kong vs. England. Personality and Individual Differences, 3, 153-160.

NUMBER 97

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Spanish.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism and introversion-extraversion.

REFERENCE(S): Educational and Industrial Testing Service

NUMBER 98

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Danish.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.

REFERENCE(S): Nyborg, H., Eysenck, S.B.G., & Knoll, N. (1982). Cross-cultural comparison of personality in Danish and English children. Scandinavian Journal of Psychology, 23, 291-297.

NUMBER 99

PROCEDURE: Kelly's Role Construct Repertory Test.

LANGUAGE: English.

DESCRIPTION: This is a self-administered instrument designed to measure a subject's personal construct system, based upon Kelly's theory of personal constructs.

REFERENCE(S): Jones, E.E., & Zoppel, C.L. (1979). Personality differences among Blacks in Jamaica and the United States. Journal of Cross-Cultural Psychology, 10, 435-456.

NUMBER 100

PROCEDURE: Kent Infant Developmental Scale.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to assess the developmental status of normal, at risk, and handicapped children. Scores are based on ratings maded by parents or primary care-givers.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 101

PROCEDURE: La Prueba de Analisis Auditive (PAA).

LANGUAGE: Spanish.

DESCRIPTION: This is a 32 item adaptation of the Auditory Analysis Test. It is a measure of auditory perceptual skills. The test is administered individually.

REFERENCE(S): Morrison, J.A., & Michael, W.B. (1982). The development and validation of an auditory test in Spanish for Hispanic children receiving reading instruction in Spanish. Educational and Psychological Measurement, 42, 657-669.

NUMBER 102

PROCEDURE: Language Assessment Scales (Form A).

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures the degree to which a student displays the oral language proficiency of a normal monolingual operator in either English or Spanish.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 103

PROCEDURE: Language Facility Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to measure facility in English as spoken in the home. It is designed for children ages three and above.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 104

PROCEDURE: Lindamood Auditory Conceptualization Test, Revised Edition.

LANGUAGE: Spanish.

DESCRIPTION: This instrument evaluates auditory perception and conceptualization of speech sounds.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 105

PROCEDURE: Living Skills Checklist.

LANGUAGE: English.

DESCRIPTION: This checklist of behavioral information was adapted from several other similiar checklists being used with refugee adolescents. No empirical information is available on the checklist.

REFERENCE(S): Hunt, D.J. Independent Living Skills Checklist. Connections. 701 W. Broad St. Falls Church, Virginia. Unpublished.

NUMBER 106

PROCEDURE: Loevinger's Ego Development.

LANGUAGE: Hebrew.

DESCRIPTION: This is a sentence completion task comprised of 36 sentences.

REFERENCE(S): Snarey, J.R., & Blasi, J.R. (1980). Ego development among adult Kibbutzniks: A cross-cultural application of Loevinger's theory. Genetic Psychology Monographs, 102, 117-157.

NUMBER 107

PROCEDURE: Mach IV Scale.

LANGUAGE: English.

DESCRIPTION: This is a self-report measure of Machiavelianism based upon Likert type items.

REFERENCE(S): Kuo, K.H., & Marsella, A.J. (1977). The meaning and measurement of Machiavellianism in Chinese and American college students. The Journal of Social Psychology, 101, 165-173.

NUMBER 108

PROCEDURE: Mach Scale (a 20-item, 5-point Likert type).

LANGUAGE: Japanese.

DESCRIPTION: This is a self-report measure of Machiavellianism.

REFERENCE(S): Dien D.S.F., & Fujisawa, H. (1979). Machiavellianism in Japan. Journal of Cross-Cultural Psychology, 10, 508-516.

NUMBER 109

PROCEDURE: Marginality Scale.

LANGUAGE: Lao.

DESCRIPTION: The instrument was translated into Laotian and back translated to reconcile differences in interpretation.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979).Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-cultural Psychology, 10, 469-478.

NUMBER 110

PROCEDURE: Marginality Scale-14 items.

LANGUAGE: Vietnamese .

DESCRIPTION: The instrument was translated into Vietnamese and Laotian and back-translated into English to reconcile differences in interpretation.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 111

PROCEDURE: Maudsley Personality Inventory.

LANGUAGE: Polish.

DESCRIPTION: This is a self-report personality inventory that was later developed into the EPQ.

REFERENCE(S): Choynowski, M. (1969). The development of the Polish adaptation of the Eysenck's "Maudsley Personality Inventory". Acta Psychologica, 31, 45-65.

NUMBER 112

PROCEDURE: Mental Processing Space Measurement.

LANGUAGE: Spanish.

DESCRIPTION: A test of various cognitive perceptual abilities.

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish-speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural Psychology, 12, 304-326.

NUMBER 113

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: English.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Marsella, A.J., Sanborn, K.O., Kameoka, V., Shizuru, L., & Brennan, J. (1975). Cross-validation of self-report measures of depression among normal populations of Japanese, Chinese, and Caucasian ancestry. Journal of Clinical Psychology, 31, 281-287.

NUMBER 114

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Arabic.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Butcher, J.N. (1985). In Butcher, J.N. & Spielberger (Eds). Advances in personality assessment. Vol 4. Hillsdale: New Jersey: Lawrence Erlbaum Press.

NUMBER 115

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Arabic.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. Dr. Mikhail, formerly of Egypt, developed a version of the MMPI for use in Arab countries.

REFERENCE(S): None

NUMBER 116

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Chinese (Hong Kong).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Cheung, F. (1985). Cross-cultural considerations for the translation and adaptation of the Chinese MMPI in Hong Kong. In J.N. Butcher & C.D Spielberger (Eds). Advances in personality assessment, Vol.4. Hillsdale, N.J.: Lawrence ErlbaumPress.

NUMBER 117

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Chinese (Beijing).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version is the result of alteration of the Hong Kong version of the MMPI for the People's Republic of China. Extensive re-norming has taken place and research is being conducted at the Academy of Science in Beijing.

REFERENCE(S): Butcher, J.N. (1985). Current developments in MMPI use: An international perspective. In J.N. Butcher and C.D. Spielberger (Eds.) Advances in Personality Assessment, V.4. NJ: Lawrence Erlbaum Associates, Publishers.

NUMBER 118

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Estonian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. In this version, items were translated but not standardized. Usage in Estonia at present is unknown.

REFERENCE(S): Butcher, J.N.(1984). Current developments in MMPI use: An international perspective. In J.N. Butcher and C.D. Spielberger(Eds). Advances in personality assessment. Vol 4. Hillsdale, New Jersey: Lawrence Erlbaum Press.

NUMBER 119

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Indian (Hindi, Marathi, and Gujrati).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI was translated into three languages for use in India. At present data are being collected on normals in order to compare with the 1200 patient records that have been obtained.

REFERENCE(S): No publications.

NUMBER 120

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Japanese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. A consolidated Japanese version of the MMPI was developed by combining several previous versions and rewriting items to make them more culturally appropriate. Back translation was employed. A bilingual translation study of items was conducted.

REFERENCE(S): Clark, L.A. (1985). A consolidated version of the MMPI in Japan. In J.N. Butcher and S.D. Spielberger (Eds). Advances in personality assessment, Vol. 4. Hillsdale, N.J.: Lawrence Erlbaum Press.

NUMBER 121

PROCEDURE: Minesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Korean.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): No Publications.

NUMBER 122

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Lithuanian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Butcher, J.N. Current developments in MMPI use: An international perspective. In J.N. Butcher & C.D. Spielberger (Eds.) Advances in personality assessment, Vol. 4. Hillsdale, N.J.: Lawrence Erlbaum Press.

NUMBER 123

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Pacifican_and Fijian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was developed for use in priest selection.

REFERENCE(S): No Publications.

NUMBER 124

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Puerto Rican Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was translated into Puerto Rican Spanish by Diaz and Nogueras, adapted on the basis of back translation and judgement of local experts, committee approach taken was followed to bring the Spanish version of these items in line with the English original, the translation was evaluated for linguistic appropriateness by 2 Spanish Language professors in Puerto Rico.

REFERENCE(S): Prewitt Diaz, J.O., Nogueras, J.A., & Draguns, J. (1984). MMPI (Spanish translation) in Puerto Rican adolescents: Preliminary data on reliability and validity. Hispanic Journal of Behavioral Sciences, 6, 179-190.

NUMBER 125

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Greek.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Manos, N. (1985). Use of the MMPI in Greece: Translation, standardization and cross-cultural comparison. In J.N. Butcher and C.D. Spielberger (Eds.) Advances in personality assessment, Vol. 4. Hillsdale, N.J.: Lawrence Erlbaum Press.

NUMBER 126

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Polish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): No Publications.

NUMBER 127

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Russian.

DESCRIPTION: The MMPI is a 566 item true false personality inventory that has been widely translated. It is used both clinically and in research. All 556 MMPI items were translated, but no attempt was made to restandardize on a Russian sample. This version was used for cosmonaut selection and for selecting Olympic athletes.

REFERENCE(S): No Publications.

NUMBER 128

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish (Chilean).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Rissetti, F. & Maltes, S. (1985). The use of the MMPI in Chile. In J.N. Butcher and C.D. Spielberger (Eds.) Advances in personality assessment, Vol 4. Hillsdale, N.J.: Lawrence Erlbaum Press.

NUMBER 129

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Thai.

DESCRIPTION: The MMPI is a 556 item true-false personality inventory that has been widely translated. It is used both clinically and in research. A preliminary version of the MMPI in Thai has been prepared and two back translation studies have been used to assure translation adequacy. Standardization and validation research were conducted in Thailand in 1980-81.

REFERENCE(S): Pongpanich, L.O. (1985). Use of the MMPI in Thailand. Paper given at the 20th Annual conference on Recent Developments in the Use of the MMPI. Honolulu, Hawaii.

NUMBER 130

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Turkish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. Research on the Turkish MMPI has established Turkish norms and factor validity

REFERENCE(S): Erol, N. & Savasir, I. (In press). C.D. Spielberger and J.N. Butcher (Eds.). Use of the MMPI in Turkey. Advances in personality assessment, Vol. 7. Hillsdale N.J.: Lawrence Erlbaum Press.

NUMBER 131

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Cuban-Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. It was translated into idiomatic lower-class Cuban-Spanish terminology. The translation of the instruments into black dialect was considered but not undertaken.

REFERENCE(S): Adam, P.L., & Horovitz, J.H. (1980). Psychopathology and fatherlessness in poor boys. Child Psychiatry and Human Development, 10, 135-143.

NUMBER 132

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI) (Bekhterev Psychological Institute version).

LANGUAGE: Russian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This Russian translation of the MMPI has become the most widely used translation for psychiatric settings in the USSR.

REFERENCE(S): No Publications.

NUMBER 133

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI items were carefully translated into Spanish for Hispanics living in the United States. Cuban, Puerto Rican, and Ecuadorian translators were used in the original translation and in the backtranslation studies. Data collection on normal and clinical cases is currently under way.

REFERENCE(S): University of Minnesota Press. Minneapolis, Minnesota 55455.

NUMBER 134

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Vietnamese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The Vietnamese version of the MMPI was translated by Dr. Thieu. Back translation studies were conducted by James Butcher with the assistance of Ha Tuong in Minneapolis. The original translation was altered to account for the initial translation problems.

REFERENCE(S): No publications.

NUMBER 135

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Vietnamese.

DESCRIPTION: A self-report measure of personal values.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 136

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Lao.

DESCRIPTION: A self-report measure of personal values.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 137

PROCEDURE: Morland Picture Interview (MPI).

LANGUAGE: Chinese.

DESCRIPTION: The version of the MPI used in Hong Kong and Taipei was translated into Chinese by Chinese scholars versatile in both English and Chinese, and the translated versions were pretested before the actual testing was undertaken.

REFERENCE(S): Morland, K.J., & Hwang, C.H. (1981). Racial/ethnic identity of preschool children. Journal of Cross-Cultural Psychology, 12, 409-424.

NUMBER 138

PROCEDURE: Multidimensional Personality Questionnaire.

LANGUAGE: Hebrew.

DESCRIPTION: This is a 300 item self-report personality measure that yields 11 factorially distinct scales.

REFERENCE(S): Validation studies currently being conducted.

NUMBER 139

PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.

LANGUAGE: Dutch.

DESCRIPTION: Serves as a general measure of ability for deaf and hearing-impaired individuals ages 3 to adult.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 140

PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.

LANGUAGE: German.

DESCRIPTION: Serves as a general measure of ability for deaf and hearing-impaired individuals age 3 to adult.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 141

PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.

LANGUAGE: French.

DESCRIPTION: Serves as a general measure of abilities for deaf and hearing impaired individuals ages 3 to adult.

REFERENCE(S): The Nineth Measurement Yearbook

NUMBER 142

PROCEDURE: Non-verbal Intelligence Test.

LANGUAGE: Chinese.

DESCRIPTION: This doctoral dissertation was one of the first cross-cultural uses of a psychological test.

REFERENCE(S): Chan-En Liu, H. (1922). Non-verbal intelligence tests for use in China. Doctoral dissertation, Teachers College, Columbia University. New York City.

NUMBER 143

PROCEDURE: Oral English/Spanish Proficiency Placement.

LANGUAGE: Spanish.

DESCRIPTION: A tape recorded examination was developed for determining English proficiency.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 144

PROCEDURE: Oral Language Dominance Measure.

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures and compares students' oral proficiency in English and Spanish. It is intended for grades K-3.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 145

PROCEDURE: Peabody Individual Achievement Test.

LANGUAGE: Hmong (English Form used).

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. The Peabody Individual Achievement Test was administered in English.

REFERENCE(S): Irwin, D.A. & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.) Refugee mental health in resettlement countries (pp. 189-204). Washington, D.C.: Hemisphere Press.

NUMBER 146

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Spanish.

DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.

REFERENCE(S): Chavez, E.L. (1982). Analysis of Spanish translation of the Peabody Picture Vocabulary Test. Perceptual and Motor Skills, 54, 1335-1338.

NUMBER 147

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Japanese (Instructions).

DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.

REFERENCE(S): Kashiwagi, K., Azuma, H., & Miyake, K. (1982). Early maternal influences upon later cognitive development among Japanese children: A follow-up study. Japanese Psychological Research, 24, 90-100.

NUMBER 148

PROCEDURE: Perceptual and Communication Tasks (mental processing space measure, perceptual matching task, referential communication task).

LANGUAGE: Spanish.

DESCRIPTION: The tasks were administered to each language group by an adult female of the same language/cultural group. One exception for this format was with the perceptual task for the Chicano-Spanish speakers, the testing was conducted by the Mexican experimenter rather than by the Mexican-American experimenter. (The exception was due to lack of time remaining in the school year)

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural Psychology, 12, 304-326.

NUMBER 149

PROCEDURE: Pictorial Test of Bilingualism and Language Dominance.

LANGUAGE: Spanish.

DESCRIPTION: This instrument yields a measure of language facility in English and Spanish focusing on oral vocabulary skills.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 150

PROCEDURE: Post-traumatic Stress Disorder Diagnostic Interview Schedule.

LANGUAGE: Cambodian.

DESCRIPTION: A semi-structured interview designed to detect those suffering from post-traumatic stress disorder.

REFERENCE(S): Kinzie, J.D., Fredrickson, R.H., Ben, R., Fleck, J., & Karls, W. (1984). Posttraumatic stress disorder among survivors of Cambodian concentration camps. American Journal Psychiatry, 141, 646-650.

NUMBER 151

PROCEDURE: Profile of Mathmatical Skills, Australian Adaption.

LANGUAGE: English.

DESCRIPTION: A set of norm-referenced tests designed to assess basic mathematical abilities.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 152

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Chinese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto, J., Koretsune, S., & Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 153

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Korean.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto, J., Koretsune, S., & Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 154

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Filipino.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto J., Koretsune, S., Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 155

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Samoan.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto, J., Koretsune, S., & Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 156

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Vietnamese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto, J., Koretsune, S., & Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 157

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Cambodian.

DESCRIPTION: Psychological and social adaptation was studied to determine adjustment and alienation. Instruments were translated and back translated.

REFERENCE(S): Niccasio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 158

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: The measure was first composed in English and then translated into Vietnamese by a team. Two members translated and the other two back translated the measures independently into English

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 159

PROCEDURE: Psychosocial Adaption.

LANGUAGE: Lao.

DESCRIPTION: The measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 160

PROCEDURE: Quay's Behavior Problem Checklist.

LANGUAGE: English.

DESCRIPTION: Parent's ratings are used to evaluate behavior problems in children.

REFERENCE(S): Touliatos, J., & Lindholm, B.W. (1980). Behavioral disturbance in children of native-born and immigrant parents. Journal of Community Psychology, 8, 28-33.

NUMBER 161

PROCEDURE: Questionnaire of Intellectual Competence..

LANGUAGE: Bahasa Malaysia.

DESCRIPTION: The questionnaire was translated into Bahasa Malaysia by a bilingual Malay. A back-translation check was performed by another bilingual. Discrepancies between original English and the back translation was altered after discussion with several bilingual informants.

REFERENCE(S): Gill, R., & Keats, D.M. (1980). Elements of intellectual competence. Journal of Cross-Cultural Psychology, 11, 233-243.

NUMBER 162

PROCEDURE: Ravens Coloured or Standard Progressive Matrices.

LANGUAGE: Hmong.

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. Normative data were collected and a study was done to compare Hmong children with American and British normative samples.

REFERENCE(S): Irwin, D.A. & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.) Refugee mental health in resettlement countries (pp. 189-204). Washington, D.C.: Hemisphere Press.

NUMBER 163

PROCEDURE: Reading/Writing (ESL Oral and Reading) Tests.

LANGUAGE: English.

DESCRIPTION: The ESL Oral and Reading/Writing Tests were developed to measure listening and reading comprehension in English, for screening and placement of refugees into appropriate classes.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 164

PROCEDURE: Recent Life Changes Questionnaire (RLCQ).

LANGUAGE: Vietnamese.

DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers

REFERENCE(S): Rahe, R.H., Looney, J.G., Ward, H.W., Tran, T.M., & Liu, W.T. (1978). Psychiatric consultation in a Vietnamese refugee camp. American Journal Psychiatry, 135, 185-190.

NUMBER 165

PROCEDURE: Referential Communication Task.

LANGUAGE: Spanish.

DESCRIPTION: Comparison of English and Spanish speaking students on a number of perceptual and communication tasks.

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish-speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural, 12, 304-326.

NUMBER 166

PROCEDURE: Refugee Adolescent Functioning Index.

LANGUAGE: English.

DESCRIPTION: Rating form for adolescent behavior and functioning.

REFERENCE(S): Hunt, D.J. Refugee Adolescent Functioning Index (RAFI).Unpublished.

NUMBER 167

PROCEDURE: Refugee Assessment Battery.

LANGUAGE: Vietnamese.

DESCRIPTION: Structured interview questions to assess critical refugee experiences.

REFERENCE(S): Hunt, D.J. (1984). Refugee Unaccompanied Minors Program. Catholic Family Services. Falls Church, Virginia.

NUMBER 168

PROCEDURE: Refugee Survey.

LANGUAGE: Lao.

DESCRIPTION: Translated into Laotian by bilingual Indochinese workers and then back translated into English

REFERENCE(S): Nicassio, P.M., & Pate, J.B. (1984). An analysis of problems of resettlement of the Indochinese refugee in the United States. Social Psychiatry, 19, 135-141.

NUMBER 169

PROCEDURE: Refugee Survey.

LANGUAGE: Cambodian.

DESCRIPTION: Translated by bilingual Indo-Chinese workers into the Cambodian, Laotian, and Vietnamese languages, and then backtranslated into English.

REFERENCE(S): Nicassio, P.M., & Pate, J.B. (1984). An analysis of problems of resettlement of the Indochinese refugee in the United States. Social Psychiatry, 19, 135-141.

NUMBER 170

PROCEDURE: Refugee Survey.

LANGUAGE: Vietnamese

DESCRIPTION: The instrument employed in this research was composed in English and then translated by bilingual Indochinese workers into the Cambodian, Laotian, and Vietnamese languages. To ensure loyalty of meaning and accuracy among all languages, the instruments were then translated back into English.

REFERENCE(S): Nicassio, P.M., & Pate, J.K. (1984). An analysis of problems of resettlement of the Indochinese refugees in the United States. Social Psychiatry, 19, 135-141.

NUMBER 171

PROCEDURE: Rokeach Value Survey.

LANGUAGE: Chinese.

DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.

REFERENCE(S): Bond, M.H., & Yang, K. (1982). Ethnic affirmation versus cross-cultural accommodation: The variable impact of questionnaire language on Chinese bilinguals from Hong Kong. Journal of Cross-Cultural Psychology, 13, 169-185.

NUMBER 172

PROCEDURE: Rokeach Value Survey.

LANGUAGE: Japanese.

DESCRIPTION: A measure of terminal (ends) and instrumental (means) values.

REFERENCE(S): Howard, A., Shudo, K., & Umeshima, M. (1983). Motivational and values among Japanese and American managers. Personnel Psychology, 36, 883-898.

NUMBER 173

PROCEDURE: Rokeach's Value Survey- Form E.

LANGUAGE: Vietnamese; English.

DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.

REFERENCE(S): Penner, L.A., & Tran, A. (1977). A comparison of American and Vietnamese value system. The Journal of Social Psychology, 101, 187-204.

NUMBER 174

PROCEDURE: Role Conflict and Ambuguity Measure.

LANGUAGE: Spanish.

DESCRIPTION: A measure of conflicts concerning dating, ambiguity regarding role expectations, and ambiguities regarding perception of others.

REFERENCE(S): Naditch, M.P., & Morrissey, R.F. (1976). Role stress, personality, and psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 175

PROCEDURE: Rorschach.

LANGUAGE: Visual stimuli.

DESCRIPTION: This projective test is composed of ten inkblots. Subjects are asked to say what they might be. Responses are scored for structure and content and reflect the underlying personality.

REFERENCE(S): Gibbs, J.T. (1982). Personality patterns of delinquent females: Ethnic and sociocultural variations. Journal of Clinical Psychology, 38, 198-206.

NUMBER 176

PROCEDURE: Rosenzweig Picture Frustration Study.

LANGUAGE: Greek.

DESCRIPTION: Projective technique in which subjects fill out "boxes" for figures that are being subjected to various frustrating tasks.

REFERENCE(S): Tsiantis, J., Kokkevi, A., & Agathonos-Marouli, E. (1981). Parents of abused chidren in Greece: Psychiatric and psychological characteristics-Results of a pilot study. Child Abuse and Neglect, 5, 281-285.

NUMBER 177

PROCEDURE: Schedule of Recent Experience (SRE).

LANGUAGE: Norwegian.

DESCRIPTION: In 1969 the SRE was translated into Swedish, and Finnish for epidemiologic studies of men with coronary heart disease. The military version of the SRE was translated into Norwegian for a study of Norwegian Navy. Since 1970 a revision of the original SRE was developed.

REFERENCE(S): Rahe, R.H. (1975). Epidemiological studies of life change and illness. International Journal Psychiatry In Medicine, 6, 133-146.

NUMBER 178

PROCEDURE: Schedule of Recent Experience.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of Vietnamese overseas students and double checked by a Vietnamese doctor

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 179

PROCEDURE: Schedule of Recent Experiences.

LANGUAGE: Swedish.

DESCRIPTION: Life events are studied and related to health.

REFERENCE(S): Rahe, R.H. (1975). Epidemiological studies of life change and illness. International Journal of Psychiatry in Medicine, 6, 135-146.

NUMBER 180

PROCEDURE: Schedule of Recent Experiences.

LANGUAGE: Finnish.

DESCRIPTION: Recent life events questionnaire was translated into Finnish.

REFERENCE(S): Rahe, R.H. (1975) Epidemiological studies of life change and illness. International Journal of Psychiatry in Medicine, 6, 133-146.

NUMBER 181

PROCEDURE: SCL-90.

LANGUAGE: Chinese.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Chien, C.C. (1978). Application of self rating symptoms to psychiatric out-patients. Bull. Chinese Soc. Neurol.Psychiatry, 4, 47-56.

NUMBER 182

PROCEDURE: SCL-90.

LANGUAGE: Korean.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Kim, K.I., Won, H.T., Lee, J.H., & Kim, K.Y. (1978). Standardization study of Symptom checklist-90 in Korea: I. Characteristics of normal responses. Journal of Korean Neuropsychiatirc Association, 17, 449-458.

NUMBER 183

PROCEDURE: SCL-90.

LANGUAGE: Vietnamese.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees: I. Health and mental health status. Archives of General Psychiatry, 36, 955-961.

NUMBER 184

PROCEDURE: SCL-90.

LANGUAGE: Hmong.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Westermeyer, J. (1986). Two self rating scales for depression in Hmong refugees: Assessment in clinical and nonclinical samples. Journal of Psychiatric Research, 103-113.

NUMBER 185

PROCEDURE: SCL-90.

LANGUAGE: Czech.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Boleloucky,Z., & Horwath, M. (1974). SCL-90 rating scales: First experience with the Czeck version in healthy male scientific workers. Activitas Nervosa Superior (Prague), 16, 115-116.

NUMBER 186

PROCEDURE: SCL-90R.

LANGUAGE: Spanish.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Soto, E., & Shaver, P. (1982). Sex-role traditionalism, assertiveness, and symptoms of Puerto-Rican women living in the United States. Hispanic Journal of Behavioral Sciences, 4, 1-19.

NUMBER 187

PROCEDURE: Self-Anchoring Scale (SAS).

LANGUAGE: Vietnamese.

DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

REFERENCE(S): Rahe, R.H., Looney, J.G., Ward, H.W., Tran, T.M., & Liu, W.T. (1978). Psychiatric consultation in a Vietnamese refugee camp. American Journal Psychiatry, 135, 185-190.

NUMBER 188

PROCEDURE: Shutt Primary Language Indicator Test.

LANGUAGE: Spanish.

DESCRIPTION: An instrument designed to establish an individual's primary language.

REFERENCE(S): Christian, C. (1978). Shutt Primary Language Indicator Test. Modern Language Journal, 62, 198.

NUMBER 189

PROCEDURE: Sixteen Personality Factor (16PF).

LANGUAGE: Portugese.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Andrade, E.M., Godey, A.D., & Ford, J.J. (1969). A comparison of North American and Brazilian college students personality profiles in the 16PF questionnaire. International Journal of Psychology, 4, 55-58.

NUMBER 190

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: English.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Adcock, N.V., & Adcock, C.J. (1977). The validity of the 16PF personality structure: A large New Zealand sample item analysis. Journal Behavioral Science, 2, 227-237. How adequate is the 16PF with N.Z. student sample? The New Zealand Psychologist,3, 11-15.

NUMBER 191

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Spanish.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Berton, P., & Clasen, R.E. (1971). An analysis of a Spanish translation of the 16PF test. The Journal of Experimental Education, 2, 12-21.

NUMBER 192

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Persian.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Mehryar, A.H. (1972). Personality patterns of Iranian boys and girls in Cattell's 16 Personality Factors test. British Journal of Social and Clinical Psychology, 1, 251-264.

NUMBER 193

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Polish.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Nowakowska, M. (1974). Polish adaptation of the 16 Personality Factor Questionnaire (16PF) of R.B. Cattell as a source of cross-cultural comparisons. Polish Psychological Bulletin, 5, 25-33.

NUMBER 194

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF) .

LANGUAGE: Japanese.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Cattell, R.B., Schmidt, L., & Pawlik, K. (1973). Cross cultural comparison (U.S.A., Japan, Austria) of the personality factor structures of 10 to 14 year old in objective tests. Social Behavior and Personality, 1 182-211.

NUMBER 195

PROCEDURE: Sixteen Personality Factors Questionnaire (16PF).

LANGUAGE: Hebrew.

DESCRIPTION: A self-report measure of personality.

REFERENCE(S): Zak, I. (1976). A cross-cultural check of the personality structure of the 16PF. Multivariate Experimental Clinical Research, 2, 123-127.

NUMBER 196

PROCEDURE: Social Adaptation Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: The seven investigators of the survey team (3 Vietnamese and 4 American) initially chose 300 questions. The reponses were analyzed for clarity of meaning when translated into Vietnamese, subject acceptance, and lucidity of the translated concept.

REFERENCE(S): Vignes, J.A., & Hall, R.C.W. (1979). Adjustment of a group of Vietnamese people to the United States. American Journal of Psychiatry, 136, 442-444.

NUMBER 197

PROCEDURE: Social Adjustment Rating Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of overseas Vietnamese students and double checked by a Vietnamese doctor

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 198

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Japanese.

DESCRIPTION: Translation from the orginal SRRQ was done by a Tokyo-born graduate student recently enrolled in the University of Washington. The translation was modified for idiomatic clarity by a native Japanese business man currently based in the United States.

REFERENCE(S): Masuda, M., & Holmes, T. (1967). The social readjustment rating scale: A cross-cultural study of Japanese and Americans. Journal of Psychosomatic Research, 11, 227-237.

NUMBER 199

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Translation into Spanish and back translated

REFERENCE(S): Valdes, T.M., & Baxter, J.C. (1976). The social readjustment rating questionnaire. Journal of Psychosomatic Research, 20, 231-236

NUMBER 200

PROCEDURE: Social Readjustment Rating Scale.

LANGUAGE: English (British).

DESCRIPTION: The scale was modified slightly for the English subjects in order to use English rather than American expressions. (i.e.,"vacation" was changed to "holiday")

REFERENCE(S): Lauer, R.H. (1973). The social readjustment scale and anxiety: A cross-cultural study. Journal of Psychosomatic Research, 17, 171-174.

NUMBER 201

PROCEDURE: Social Readjustment Rating Questionnaire (SRRQ) .

LANGUAGE: Spanish.

DESCRIPTION: The questionnaire was translated to Spanish and back-translated. Both Spanish and English versions were printed on the questionnaire for maximum accuracy.

REFERENCE(S): Valdes, T.M., & Baxter, J.C. (1976). The social readjustment rating questionnaire: A study of Cuban exiles. Jounal of Psychosomatic Research, 20, 231-236.

NUMBER 202

PROCEDURE: Sociocultural Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: All measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 203

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Lao.

DESCRIPTION: All measures were first composed in English and translated into Laotian by a team. Two members translated and the other two members back translated the measure independently into English

REFERENCE(S): Nicassio,P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 204

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Cambodian.

DESCRIPTION: The measure was first composed in English and translated into Cambodian by a team. Two translated and the other two back translated the measure independently into English.

REFERENCE(S): Niccasio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 205

PROCEDURE: South African Personality Questionnaire.

LANGUAGE: Afrikaans.

DESCRIPTION: This instrument assesses 5 bipolar personality traits. It is intended for ages 12 and above.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 206

PROCEDURE: Spanish/English Reading and Vocabulary Screening.

LANGUAGE: Spanish.

DESCRIPTION: This is a collection of four tests of Spanish reading comprehension designed for four different age groups.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 207

PROCEDURE: Stanford Achievement Test.

LANGUAGE: English.

DESCRIPTION: Standard achievement tests.

REFERENCE(S): Jensen, A.R., & Inouye, A.R. (1980). Level I and level II abilities in Asian, White, and Black children. Intelligence, 4, 41-49. (Check)

NUMBER 208

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Lao.

DESCRIPTION: A measure of state vs. trait anxiety.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-cultural Psychology, 10, 469-478.

NUMBER 209

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Vietnamese.

DESCRIPTION: A measure of state vs. trait anxiety.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 210

PROCEDURE: Stress Factors Among Refugees, Inventory of.

LANGUAGE: English.

DESCRIPTION: A checklist of stressful life situations for adolescent refugees.

REFERENCE(S): Hunt, D.J. (1984). Inventory of stress factors among Vietnamese Refugee Youths. Unpublished.

NUMBER 211

PROCEDURE: Strong-Campbell Interest Inventory..

LANGUAGE: Spanish.

DESCRIPTION: A criterion-referenced vocational interest inventory.

REFERENCE(S): Fouad, N.A., Cudeck, R., & Hansen J.I.C. (1984). Convergent validity of the Spanish and English forms of the Strong-Campbell Interest Inventory for bilingual Hispanic high school students. Journal of Counseling Psychology, 31, 339-348. Hanson, J.C., & Fouad, N.A. (1983). Translation and validation of the Spanish form of the Strong-Campbell Interest Inventory. Measurement and Evaluation in Guidance, 16, 192-197. Sue, D.W. & Frank, A.C. (1973). A typological approach to the psychological study of Chinese and Japanese American college males. Journal of Social Issues, 29, 129-148.

NUMBER 212

PROCEDURE: Stroop Color and Word Test.

LANGUAGE: Japanese.

DESCRIPTION: Subjects respond to the Stroop test by striking out color words that are printed in different colors of ink... e.g. the word"red" printed in green ink.

REFERENCE(S): Hata, T. (1981). Differential processing of Kanji and Kana stimuli in Japanese people: Some implications from Stroop-Test results. Neuropsychologica, 19, 87-93.

NUMBER 213

PROCEDURE: Survey of Interpersonal Values. (KG-SIV, Kikuchi-Gordon Survey of Interpersonal Values).

LANGUAGE: Japanese.

DESCRIPTION: This test consists of 30 triads each containing items from three different value dimensions. Subject is to identify within each triad, the most and least important item to him/her.

REFERENCE(S): Gordon, L.V., & Kikuchi, A. (1970). The comparability of the forced-choice and Q-sort measurement approaches: An other-cultural study. The Journal of Social Psychology, 81, 137-144.

NUMBER 214

PROCEDURE: Survey of Interpersonal Value (SIV).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of inter-personal values.

REFERENCE(S): Gordon, L.V., & Medland, F.F. (1965). Values associated with intentions of Cuban refugees to remain in the U.S. army. Psychological Reports, 17, 15-18.

NUMBER 215

PROCEDURE: Symptom Check List.

LANGUAGE: Chinese.

DESCRIPTION: Adapted and translated into Chinese from the Hamilton Rating Scale.

REFERENCE(S): Cheung, F.M., Lau, B.W.K., & Waldmann, E. (1980-1981). Somatization among Chinese depressives in general practice. International Journal Psychiatry in Medicine, 10, 361-373.

NUMBER 216

PROCEDURE: System of Multicultural Plualistic Assessment.

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive instrument for measuring cognitive and perceptual-motor skills, and adaptive behavior in children.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 217

PROCEDURE: T-Data (objective behavioral personality tests).

LANGUAGE: English and Japanese (Austrian, American, and Japanese population).

DESCRIPTION: Translations of the test material on a few samples, with a two-way check by back translations into English, were carried out by Pawlik and Tsujioka.

REFERENCE(S): Cattell, R.B., Schmidt, L.R., & Pawlik, K. (1973). Cross-cultural comparison (U.S.A., Japan, Austria) of the personality factor structures of 10 to 14 year olds in objective tests. Social Behavioral and Personality, 1, 182-211.

NUMBER 218

PROCEDURE: Taylor Manifest Anxiety Scale.

LANGUAGE: English.

DESCRIPTION: A self-report measure of anxiety.

REFERENCE(S): Tseng, M.S. (1972). Attitudes toward the disabled-A cross-cultural study. Journal of Social Psychology, 87, 311-312.

NUMBER 219

PROCEDURE: Taylor Manifest Anxiety Scale.

LANGUAGE: Hebrew.

DESCRIPTION: A self-report measure of anxiety.

REFERENCE(S): No Publications.

NUMBER 220

PROCEDURE: Thematic Apperception Test-Like Pictures.

LANGUAGE: English.(For some particular Hawaiians and Filipinos, a dialect of English, known as "pidgen," is the primary language).

DESCRIPTION: Subjects are given pictures of people in different action sequences and asked to tell a story about them.

REFERENCE(S): Sloggett, B.B., Gallimore, R., & Kubany, E.S. (1970).A comparative analysis of fantasy need achievement among high and low achieving male Hawaiian-Americans. Journal of Cross-Cultural Psychology, 1, 53-61.

NUMBER 221

PROCEDURE: Thematic Apperception Test (TAT).

LANGUAGE: Hungarian.

DESCRIPTION: Subjects are asked to make up a story about the people in the pictures.

REFERENCE(S): Eisenman, R., & Hajcak, F.J. (1972). Use and interpretation of Thematic Apperception Test: A case of a "well" sibling in a "sick" family. Training School Bulletin, 69, 13-19.

NUMBER 222

PROCEDURE: Vietnamese Depression Scale.

LANGUAGE: Vietnamese.

DESCRIPTION: Four Vietnamese bilingual mental health workers independently generated a list of Vietnamese words believed to be relevant to depression in the thinking feeling, and behavior of a Vietnamese individual. Nine taxonomic groupings of terms emerged.The items were translated into English and back translated.

REFERENCE(S): Kinzie, J.D., Manson, S.M. Venh, D.T.,Nguyen, T.T.L.,Bui, A., and Than, N.P. (1982). Development and validation of a Vietnamese language depression rating scale. American Journal of Psychiatry, 139, 1276-1277. Lin, E.H.B., Ihle, L.J., Tazuma, L. (1985). Depression among Vietnamese refugees in a primary care clinic. The American Journal of Medicine, 78, 41-44.

NUMBER 223

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Farse (Iran).

DESCRIPTION: Social maturity and developmental problems are studied.

REFERENCE(S): Boostiani, M., & Tashakkori, A. (1982). Social maturity of children reared in an Iranian orphanage. Child Study Journal, 12, 127-133.

NUMBER 224

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Spanish.

DESCRIPTION: Social maturity and behavioral problems are studied.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 225

PROCEDURE: Visual Retention Test.

LANGUAGE: Hebrew.

DESCRIPTION: A test of visual memory.

REFERENCE(S): None Published.

NUMBER 226

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R), subtests Mazes, Coding, and Block Design.

LANGUAGE: Hmong.

DESCRIPTION: A measure of performance IQ.

REFERENCE(S): Irwin, D.A., & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.),

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NUMBER 227

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive test of verbal and performance IQ.

REFERENCE(S): Dean, R.S. (1979). Predictive validity of the WISC-R with Mexican-American children. Journal of School Psychology, 17, 55-58.

NUMBER 228

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).

LANGUAGE: Hebrew.

DESCRIPTION: A comprehensive test of verbal and performance IQ.

REFERENCE(S): Ravis, A., Margalith, M., Raviv, A., & Sade, E. (1981). The cognitive patterns of Israeli learning disabled children as reflected in the Hebrew version of the WISC-R. Journal of Learning Disabilities, 41, 411-415.

NUMBER 229

PROCEDURE: Wechsler Memory Scale.

LANGUAGE: Spanish.

DESCRIPTION: Experimental version of the Wechsler memory scale which is designed to detect various defecits in immediate and delayed memory.

REFERENCE(S): None Published.

NUMBER 230

PROCEDURE: Wechsler Preschool and Primary Scale of Intelligence.

LANGUAGE: Arabic.

DESCRIPTION: A comprehensive test of verbal and performance IQ.

REFERENCE(S): Lieblich, A., & Kugelmass, S. (1981). Patterns of intellectual ability of Arab school children in Israel. Intelligence, 5, 311-320.

NUMBER 231

PROCEDURE: What I Think And Feel (WITF).

LANGUAGE: Japanese.

DESCRIPTION: The WITF was translated into Japanese by bilingual Japanese psychologists and the resulting translation rechecked to insure retention of the original meaning of the items. The testing sessions were monitored by psychologists whose native language was the same as that of the children.

REFERENCE(S): Richmond, B.O., Sukemune, S., Ohmoto, M., Kawamoto, H., & Hamazaki, T. Anxiety among Canadian, Japanese, and American children. Journal of Psychology, 116, 3-6.

NUMBER 232

PROCEDURE: Woodcock Language Proficiency Battery.

LANGUAGE: Spanish.

DESCRIPTION: This battery of tests assesses oral, written and reading language proficiency.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 233

PROCEDURE: Word Association Task.

LANGUAGE: Japanese.

DESCRIPTION: Three steps were taken to yield the work "Yuutsu" as for depression. 1. Consulted a standard English-Japanese dictionary. 2. Pilot study to elicit Japanese-Nationals' responses to the English word depression by questioning bilingual Japanese students. 3. Back translation of the word depression into Japanese by using 11 Japanese bilingual subjects. The testing was done in Japanese for the Japanese Nationals and English for the Japanese Americans and Caucasian Americans.

REFERENCE(S): Matsumi, J.T., & Marsella, A.J. (1976). Cross-cultural variations in the phenomenological experience of depression. Journal of Cross-Cultural Psychology, 7, 379-397.

NUMBER 234

PROCEDURE: Work Orientation Test.

LANGUAGE: English.

DESCRIPTION: The WO test assesses skills in the workplace language and behavior with the reference point being a variety of entry level jobs in the United States. The test consists of "hands-on"tasks which measure performance of basic skills as well as use of language. Questions include following directions, reporting and verifying a count, asking for clarification, and reading a diagram.

REFERENCE(S): Anderson, N.J. (1986). Overview of refugee testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 235

PROCEDURE: Zung Self Rating Depression Scale.

LANGUAGE: Hmong.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): Westermeyer, J. (1986). Two self rating scales for depression in Hmong refugees: Assessment in clinical and nonclinical samples. Journal of Psychiatric Research, 20, 103-113.

NUMBER 236

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Czech.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural of survey of symtoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 237

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Dutch.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 238

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: French.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 239

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: German.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 240

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Italian.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 241

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Japanese.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.

NUMBER 242

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Slovak.

Cambodian

NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Khmer.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 2

PROCEDURE: Diagnostic Interview Schedule (DIS).

LANGUAGE: Cambodian.

DESCRIPTION: This is a structured diagnostic interview for adults based on DSM-III.

REFERENCE(S): Boehnlein, J.K., Kinzie, J.D., Ben, R., & Fleck, J. (1985). One-year follow-up study of posttraumatic stress disorder among survivors of Cambodian concentration camp. American JournalPsychiatry, 142, 956-959.

NUMBER 3

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25).

LANGUAGE: Cambodian.

DESCRIPTION: Subject is asked to identify symptoms that he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese versions.

NUMBER 4

PROCEDURE: Post-traumatic Stress Disorder Diagnostic Interview Schedule.

LANGUAGE: Cambodian.

DESCRIPTION: A semi-structured interview designed to detect those suffering from post-traumatic stress disorder.

REFERENCE(S): Kinzie, J.D., Fredrickson, R.H., Ben, R., Fleck, J., & Karls, W. (1984). Posttraumatic stress disorder among survivors of Cambodian concentration camps. American Journal Psychiatry, 141, 646-650.

NUMBER 5

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Cambodian.

DESCRIPTION: Psychological and social adaptation was studied to determine adjustment and alienation. Instruments were translated and back translated.

REFERENCE(S): Niccasio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 6

PROCEDURE: Refugee Survey.

LANGUAGE: Cambodian.

DESCRIPTION: Translated by bilingual Indo-Chinese workers into the Cambodian, Laotian, and Vietnamese languages, and then backtranslated into English.

REFERENCE(S): Nicassio, P.M., & Pate, J.B. (1984). An analysis of problems of resettlement of the Indochinese refugee in the United States. Social Psychiatry, 19, 135-141.

NUMBER 7

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Cambodian.

DESCRIPTION: The measure was first composed in English and translated into Cambodian by a team. Two translated and the other two back translated the measure independently into English.

REFERENCE(S): Niccasio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

Hmong

NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Hmong.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 2

PROCEDURE: Peabody Individual Achievement Test.

LANGUAGE: Hmong (English Form used).

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. The Peabody Individual Achievement Test was administered in English.

REFERENCE(S): Irwin, D.A. & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.) Refugee mental health in resettlement countries (pp. 189-204). Washington, D.C.: Hemisphere Press.

NUMBER 3

PROCEDURE: Ravens Coloured or Standard Progressive Matrices.

LANGUAGE: Hmong.

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. Normative data were collected and a study was done to compare Hmong children with American and British normative samples.

REFERENCE(S): Irwin, D.A. & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.) Refugee mental health in resettlement countries (pp. 189-204). Washington, D.C.: Hemisphere Press.

NUMBER 4

PROCEDURE: SCL-90.

LANGUAGE: Hmong.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Westermeyer, J. (1986). Two self rating scales for depression in Hmong refugees: Assessment in clinical and nonclinical samples. Journal of Psychiatric Research, 103-113.

NUMBER 5

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R), subtests Mazes, Coding, and Block Design.

LANGUAGE: Hmong.

DESCRIPTION: A measure of performance IQ.

REFERENCE(S): Irwin, D.A., & Madden, C. (1986). A psycho-educational assessment procedure for Southeast Asian refugee students. In C.L. Williams & J. Westermeyer (Eds.),

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NUMBER 6

PROCEDURE: Zung Self Rating Depression Scale.

LANGUAGE: Hmong.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): Westermeyer, J. (1986). Two self rating scales for depression in Hmong refugees: Assessment in clinical and nonclinical samples. Journal of Psychiatric Research, 20, 103-113.

Lao

NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Lao.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 2

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25).

LANGUAGE: Lao.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese version

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NUMBER 3

PROCEDURE: Marginality Scale.

LANGUAGE: Lao.

DESCRIPTION: The instrument was translated into Laotian and back translated to reconcile differences in interpretation.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979).Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-cultural Psychology, 10, 469-478.

NUMBER 4

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Lao.

DESCRIPTION: A self-report measure of personal values.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 5

PROCEDURE: Psychosocial Adaption.

LANGUAGE: Lao.

DESCRIPTION: The measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 6

PROCEDURE: Refugee Survey.

LANGUAGE: Lao.

DESCRIPTION: Translated into Laotian by bilingual Indochinese workers and then back translated into English

REFERENCE(S): Nicassio, P.M., & Pate, J.B. (1984). An analysis of problems of resettlement of the Indochinese refugee in the United States. Social Psychiatry, 19, 135-141.

NUMBER 7

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Lao.

DESCRIPTION: All measures were first composed in English and translated into Laotian by a team. Two members translated and the other two members back translated the measure independently into English

REFERENCE(S): Nicassio,P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 8

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Lao.

DESCRIPTION: A measure of state vs. trait anxiety.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-cultural Psychology, 10, 469-478.

Vietnamese

NUMBER 1

PROCEDURE: Cornell Medical Index.

LANGUAGE: Vietnamese.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): Charron, D.W., & Ness, R.C. (1981). Emotional distress among Vietnamese adolescents. Journal of Refugee Resettlement, 1, 7-15. Masuda, M., Lin, K., & Tazuma, L. (1980). Adoptional problems of Vietnamese refugee: II. Life changes and perception of Life events. Archives of General Psychiatry, 37, 447-450.

NUMBER 2

PROCEDURE: Cornell Medical Index .

LANGUAGE: Vietnamese.

DESCRIPTION: Translated into Vietnamese by a group of Vietnamese overseas students and double-checked by a Vietnamese doctor. Subject responds to items dealing with health isues.

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of the Vietnam refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 3

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Mien.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 4

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Vietnamese.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

REFERENCE(S): Anderson, N.J. (1986). Overview of Refugee Testing in Southeast Asia. Passage, 2 (1), 50-51.

NUMBER 5

PROCEDURE: Denver Developmental Screening Test.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a criterion-referenced measure designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

REFERENCE(S): Miller, V., Onotera, R.T., & Deinard, A.S. (1984). Denver Developmental Screening test: Cultural variations in Southeast Asian children. The Journal of Pediatrics, 104, 481.

NUMBER 6

PROCEDURE: French's Kit of Reference Test of Cognitive Abilities.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a battery of tests of various cognitive abilities.

REFERENCE(S): Guthrie, G.M., Sinaiko, H.W., & Brislin, R. (1971). Nonverbal abilities of Americans and Vietnamese. The Journal of Social Psychology, 84, 183-190. French, W.J., Ekstrom, R.B., & Price, L.A. (1963). Kit of reference tests for cognitive factors. Princeton, N.J.: Educational Testing Service.

NUMBER 7

PROCEDURE: Hopkins Symptom Checklist-25 Indochinese Version (HSCL-25) .

LANGUAGE: Vietnamese.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese versions.

NUMBER 8

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career-exploration.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 9

PROCEDURE: Marginality Scale-14 items.

LANGUAGE: Vietnamese .

DESCRIPTION: The instrument was translated into Vietnamese and Laotian and back-translated into English to reconcile differences in interpretation.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 10

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Vietnamese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The Vietnamese version of the MMPI was translated by Dr. Thieu. Back translation studies were conducted by James Butcher with the assistance of Ha Tuong in Minneapolis. The original translation was altered to account for the initial translation problems.

REFERENCE(S): No publications.

NUMBER 11

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Vietnamese.

DESCRIPTION: A self-report measure of personal values.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 12

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Vietnamese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

REFERENCE(S): Yamamoto, J., Koretsune, S., & Reece, S. (1982). The applicability of the Psychiatric Status Schedule to the Japanese and Japanese-American psychiatric patients in Los Angeles. The American Journal of Social Psychiatry II, 2, 24-27.

NUMBER 13

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: The measure was first composed in English and then translated into Vietnamese by a team. Two members translated and the other two back translated the measures independently into English

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 14

PROCEDURE: Recent Life Changes Questionnaire (RLCQ).

LANGUAGE: Vietnamese.

DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers

REFERENCE(S): Rahe, R.H., Looney, J.G., Ward, H.W., Tran, T.M., & Liu, W.T. (1978). Psychiatric consultation in a Vietnamese refugee camp. American Journal Psychiatry, 135, 185-190.

NUMBER 15

PROCEDURE: Refugee Assessment Battery.

LANGUAGE: Vietnamese.

DESCRIPTION: Structured interview questions to assess critical refugee experiences.

REFERENCE(S): Hunt, D.J. (1984). Refugee Unaccompanied Minors Program. Catholic Family Services. Falls Church, Virginia.

NUMBER 16

PROCEDURE: Refugee Survey.

LANGUAGE: Vietnamese

DESCRIPTION: The instrument employed in this research was composed in English and then translated by bilingual Indochinese workers into the Cambodian, Laotian, and Vietnamese languages. To ensure loyalty of meaning and accuracy among all languages, the instruments were then translated back into English.

REFERENCE(S): Nicassio, P.M., & Pate, J.K. (1984). An analysis of problems of resettlement of the Indochinese refugees in the United States. Social Psychiatry, 19, 135-141.

NUMBER 17

PROCEDURE: Rokeach's Value Survey- Form E.

LANGUAGE: Vietnamese; English.

DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.

REFERENCE(S): Penner, L.A., & Tran, A. (1977). A comparison of American and Vietnamese value system. The Journal of Social Psychology, 101, 187-204.

NUMBER 18

PROCEDURE: Schedule of Recent Experience.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of Vietnamese overseas students and double checked by a Vietnamese doctor

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 19

PROCEDURE: SCL-90.

LANGUAGE: Vietnamese.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees: I. Health and mental health status. Archives of General Psychiatry, 36, 955-961.

NUMBER 20

PROCEDURE: Self-Anchoring Scale (SAS).

LANGUAGE: Vietnamese.

DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

REFERENCE(S): Rahe, R.H., Looney, J.G., Ward, H.W., Tran, T.M., & Liu, W.T. (1978). Psychiatric consultation in a Vietnamese refugee camp. American Journal Psychiatry, 135, 185-190.

NUMBER 21

PROCEDURE: Social Adaptation Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: The seven investigators of the survey team (3 Vietnamese and 4 American) initially chose 300 questions. The reponses were analyzed for clarity of meaning when translated into Vietnamese, subject acceptance, and lucidity of the translated concept.

REFERENCE(S): Vignes, J.A., & Hall, R.C.W. (1979). Adjustment of a group of Vietnamese people to the United States. American Journal of Psychiatry, 136, 442-444.

NUMBER 22

PROCEDURE: Social Adjustment Rating Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of overseas Vietnamese students and double checked by a Vietnamese doctor

REFERENCE(S): Lin, K.M., Tazuma, L., & Masuda, M. (1979). Adaptational problems of Vietnamese refugees. Archives of General Psychiatry, 36, 955-961.

NUMBER 23

PROCEDURE: Sociocultural Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: All measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.

REFERENCE(S): Nicassio, P.M. (1983). Psychosocial correlates of alienation. Journal of Cross-Cultural Psychology, 14, 337-351.

NUMBER 24

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Vietnamese.

DESCRIPTION: A measure of state vs. trait anxiety.

REFERENCE(S): Smither, R., & Rodriguez-Giegling, M. (1979). Marginality, modernity, and anxiety in Indochinese refugees. Journal of Cross-Cultural Psychology, 10, 469-478.

NUMBER 25

PROCEDURE: Vietnamese Depression Scale.

LANGUAGE: Vietnamese.

DESCRIPTION: Four Vietnamese bilingual mental health workers independently generated a list of Vietnamese words believed to be relevant to depression in the thinking feeling, and behavior of a Vietnamese individual. Nine taxonomic groupings of terms emerged.The items were translated into English and back translated.

REFERENCE(S): Kinzie, J.D., Manson, S.M. Venh, D.T.,Nguyen, T.T.L.,Bui, A., and Than, N.P. (1982). Development and validation of a Vietnamese language depression rating scale. American Journal of Psychiatry, 139, 1276-1277. Lin, E.H.B., Ihle, L.J., Tazuma, L. (1985). Depression among Vietnamese refugees in a primary care clinic. The American Journal of Medicine, 78, 41-44.

Spanish

NUMBER 1

PROCEDURE: Adjective Checklist.

LANGUAGE: Spanish.

DESCRIPTION: Subject endorses adjectives describing his/her personality. The adjectives have been translated into Spanish.

REFERENCE(S): Zukerman, M., & Lubin, B. (1965). Manual for the Multiple Affect Adjective Checklist. San Diego, Calif: Educational and Industrial Testing Service. Naditch, M.P., & Morrissey, R.F. (1976). Role stress, personality, and psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 2

PROCEDURE: Assimilation Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: A questionnaire dealing with background, education, family composition, acceptance of new environment, degree of assimilation in the new culture.

REFERENCE(S): Wenk, M.G. (1968). Adjustment and assimilation: The Cuban refugee experience. International Migration Review, 3, 38-49.

NUMBER 3

PROCEDURE: Behavior Problem Checklist (Revised).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure in which subjects are requested to report various behavioral problems.

REFERENCE(S): Hanna, N.C., Spencer, F.W., & Quay, H.C. (1981). The reliability and concurrent validity of the Spanish translation of the Behavior Problem Checklist. Hispanic Journal of Behavioral Sciences, 3, 409-414.

NUMBER 4

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 5

PROCEDURE: Brigance Diagnostic Assessment of Basic Skills-Spanish Edition.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to monitor individual student progress through an objective-based curriculum. It is a criterion-referenced instrument appropriate for children from kindergarden to sixth grade.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 6

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of socialization.

REFERENCE(S): Gough, H.G. (1965). Cross-cultural validation of a measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 7

PROCEDURE: Children's Embedded Figures Test.

LANGUAGE: Spanish (Pictorial).

DESCRIPTION: Subjects search for hidden figures embedded in a background.

REFERENCE(S): Lega, L.I. (1981). A Columbian version of the Children's Embedded Figures Test. Hispanic Journal of Behavioral Sciences, 3, 415-417.

NUMBER 8

PROCEDURE: Cornell Medical Index-Health Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 9

PROCEDURE: Culture Fair Intelligence Test, Scales 2 & 3.

LANGUAGE: Spanish.

DESCRIPTION: Items with low cultural saturation were selected for this intelligence test.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 10

PROCEDURE: Depression Adjective Check Lists. (DACL).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of depression.

REFERENCE(S): Lubin, B.,M., & Collins, J.F. (1985). Depression adjective check lists: Spanish, Hebrew, Chinese, and English versions. Journal of Clinical Psychology, 41, 213-217. Lubin, B., Natalicio, L., & Seever, M (1985). Performance of bilingual subjects on Spanish and English versions of the depression adjective check lists. REF. Lubin, B., Millham, J., & Paredes, F. (1980). Spanish language version of the Depression Adjective Check Lists. Hispanic Journal of Behavioral Sciences, 2, 51-57. Lubin, B., Schoenfeld, L.S., Rinck, C., & Millham, J. (1981). Brief version of the Spanish Depression Adjective Check Lists: Some indices of reliability and validity. Hispanic Journal of Behavioral Sciences, 3, 83-89.

NUMBER 11

PROCEDURE: Expectations. 3-Item Scale for role evaluation. Self-anchoring Striving Scale. Adjective Check List & Maladjustment.

LANGUAGE: Spanish and English.

DESCRIPTION: Questionnaires were available in both English and Spanish versions.

REFERENCE(S): Naditch, M.P., & Morrissey, R.F. (1976). Role stress,personality, and Psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 12

PROCEDURE: Expressive One Word Picture Vocabulary Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to yield an estimate of a child's basal level of verbal intelligence. Children are requested to give a one word description of stimuli they are shown.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 13

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality:Neuroticism,Psychotocism and Etraversion/Introversion.

REFERENCE(S): Eysenck, S.B.G., Escolar, V., & Lobo, A. National differences in personality: Spain and England.(Submitted to) Revista de psiquiatria y psicologia Medica de Europa y America Latinas.

NUMBER 14

PROCEDURE: Florida Health Study-Depression Scale.

LANGUAGE: Spanish.

DESCRIPTION: William Vega coordinated the eight member translation team. They pretested the questionnaire to check for the efficacy of the items.

REFERENCE(S): Vega, W., Warheit, G., Buhl-Auth, J., & Meinhardt, K.(1984). The prevalence of depressive symptoms among Mexican Americans and Anglos. American Journal of Epidemiology, 120, 592-607.

NUMBER 15

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to screen elementary school students for the creatively gifted by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 16

PROCEDURE: Hannah-Gardner Test of Verbal and Nonverbal Language Functioning.

LANGUAGE: Spanish.

DESCRIPTION: This is a screening device for identifying English and Spanish speaking children with language deficits. It is intended for children ages 3.5-5.5.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 17

PROCEDURE: HPL (Human Population Laboratory) Survey Questionnaire
.

LANGUAGE: Spanish.

DESCRIPTION: This is a self report measure of health practices.

REFERENCE(S): Roberts, R.E. & Lee, E.S. (1980). Health practices among Mexican Americans: Further evidence from the human population laboratory studies. Preventive Medicine, 9, 675-688.

NUMBER 18

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career exploration.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 19

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Spanish.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism and introversion-extraversion.

REFERENCE(S): Educational and Industrial Testing Service

NUMBER 20

PROCEDURE: Kent Infant Developmental Scale.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to assess the developmental status of normal, at risk, and handicapped children. Scores are based on ratings maded by parents or primary care-givers.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 21

PROCEDURE: La Prueba de Analisis Auditive (PAA).

LANGUAGE: Spanish.

DESCRIPTION: This is a 32 item adaptation of the Auditory Analysis Test. It is a measure of auditory perceptual skills. The test is administered individually.

REFERENCE(S): Morrison, J.A., & Michael, W.B. (1982). The development and validation of an auditory test in Spanish for Hispanic children receiving reading instruction in Spanish. Educational and Psychological Measurement, 42, 657-669.

NUMBER 22

PROCEDURE: Language Assessment Scales (Form A).

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures the degree to which a student displays the oral language proficiency of a normal monolingual operator in either English or Spanish.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 23

PROCEDURE: Language Facility Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to measure facility in English as spoken in the home. It is designed for children ages three and above.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 24

PROCEDURE: Lindamood Auditory Conceptualization Test, Revised Edition.

LANGUAGE: Spanish.

DESCRIPTION: This instrument evaluates auditory perception and conceptualization of speech sounds.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 25

PROCEDURE: Mental Processing Space Measurement.

LANGUAGE: Spanish.

DESCRIPTION: A test of various cognitive perceptual abilities.

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish-speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural Psychology, 12, 304-326.

NUMBER 26

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Puerto Rican Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was translated into Puerto Rican Spanish by Diaz and Nogueras, adapted on the basis of back translation and judgement of local experts, committee approach taken was followed to bring the Spanish version of these items in line with the English original, the translation was evaluated for linguistic appropriateness by 2 Spanish Language professors in Puerto Rico.

REFERENCE(S): Prewitt Diaz, J.O., Nogueras, J.A., & Draguns, J. (1984). MMPI (Spanish translation) in Puerto Rican adolescents: Preliminary data on reliability and validity. Hispanic Journal of Behavioral Sciences, 6, 179-190.

NUMBER 27

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish (Chilean).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

REFERENCE(S): Rissetti, F. & Maltes, S. (1985). The use of the MMPI in Chile. In J.N. Butcher and C.D. Spielberger (Eds.) Advances in personality assessment, Vol 4. Hillsdale, N.J.: Lawrence Erlbaum Press.

NUMBER 28

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Cuban-Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. In this study, a short form of the MMPI (76 items) was translated into idiomatic lower-class Cuban-Spanish terminology for research use. A similar translation of the instrument into American Black dialect was considered but not undertaken.

REFERENCE(S): Adam, P.L., & Horovitz, J.H. (1980). Psychopathology and fatherlessness in poor boys. Child Psychiatry and Human Development, 10, 135-143.

NUMBER 29

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish-Version Hispanic

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI items were carefully translated into Spanish for use with Hispanics living in the U.S. Cuban, Puerto Rican, and Mexican-American mental health professionals participated in the original translation and back-translation studies. Data collection on normal and clinical cases is currently underway.

REFERENCE(S): University of Minnesota Press. Minneapolis, Minnesota 55455.

NUMBER 30

PROCEDURE: Oral English/Spanish Proficiency Placement.

LANGUAGE: Spanish.

DESCRIPTION: A tape recorded examination was developed for determining English proficiency.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 31

PROCEDURE: Oral Language Dominance Measure.

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures and compares students' oral proficiency in English and Spanish. It is intended for grades K-3.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 32

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Spanish.

DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.

REFERENCE(S): Chavez, E.L. (1982). Analysis of Spanish translation of the Peabody Picture Vocabulary Test. Perceptual and Motor Skills, 54, 1335-1338.

NUMBER 33

PROCEDURE: Perceptual and Communication Tasks (mental processing space measure, perceptual matching task, referential communication task).

LANGUAGE: Spanish.

DESCRIPTION: The tasks were administered to each language group by an adult female of the same language/cultural group. One exception for this format was with the perceptual task for the Chicano-Spanish speakers, the testing was conducted by the Mexican experimenter rather than by the Mexican-American experimenter. (The exception was due to lack of time remaining in the school year)

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural Psychology, 12, 304-326.

NUMBER 34

PROCEDURE: Pictorial Test of Bilingualism and Language Dominance.

LANGUAGE: Spanish.

DESCRIPTION: This instrument yields a measure of language facility in English and Spanish focusing on oral vocabulary skills.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 35

PROCEDURE: Referential Communication Task.

LANGUAGE: Spanish.

DESCRIPTION: Comparison of English and Spanish speaking students on a number of perceptual and communication tasks.

REFERENCE(S): Foorman, B.R., Arias-Godinez, B., & Gonzalez, J.Y. (1981). Language and cognition English- and Spanish-speaking children's performance on perceptual and communication tasks. Journal of Cross-Cultural, 12, 304-326.

NUMBER 36

PROCEDURE: Role Conflict and Ambuguity Measure.

LANGUAGE: Spanish.

DESCRIPTION: A measure of conflicts concerning dating, ambiguity regarding role expectations, and ambiguities regarding perception of others.

REFERENCE(S): Naditch, M.P., & Morrissey, R.F. (1976). Role stress, personality, and psychopathology in a group of immigrant adolescents. Journal of Abnormal Psychology, 85, 113-118.

NUMBER 37

PROCEDURE: SCL-90R.

LANGUAGE: Spanish.

DESCRIPTION: Checklist of psychiatric symptoms.

REFERENCE(S): Soto, E., & Shaver, P. (1982). Sex-role traditionalism, assertiveness, and symptoms of Puerto-Rican women living in the United States. Hispanic Journal of Behavioral Sciences, 4, 1-19.

NUMBER 38

PROCEDURE: Shutt Primary Language Indicator Test.

LANGUAGE: Spanish.

DESCRIPTION: An instrument designed to establish an individual's primary language.

REFERENCE(S): Christian, C. (1978). Shutt Primary Language Indicator Test. Modern Language Journal, 62, 198.

NUMBER 39

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Spanish.

DESCRIPTION: A self-report personality questionnaire.

REFERENCE(S): Berton, P., & Clasen, R.E. (1971). An analysis of a Spanish translation of the 16PF test. The Journal of Experimental Education, 2, 12-21.

NUMBER 40

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Translation into Spanish and back translated

REFERENCE(S): Valdes, T.M., & Baxter, J.C. (1976). The social readjustment rating questionnaire. Journal of Psychosomatic Research, 20, 231-236

NUMBER 41

PROCEDURE: Social Readjustment Rating Questionnaire (SRRQ) .

LANGUAGE: Spanish.

DESCRIPTION: The questionnaire was translated to Spanish and back-translated. Both Spanish and English versions were printed on the questionnaire for maximum accuracy.

REFERENCE(S): Valdes, T.M., & Baxter, J.C. (1976). The social readjustment rating questionnaire: A study of Cuban exiles. Jounal of Psychosomatic Research, 20, 231-236.

NUMBER 42

PROCEDURE: Spanish/English Reading and Vocabulary Screening.

LANGUAGE: Spanish.

DESCRIPTION: This is a collection of four tests of Spanish reading comprehension designed for four different age groups.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 43

PROCEDURE: Strong-Campbell Interest Inventory..

LANGUAGE: Spanish.

DESCRIPTION: A criterion-referenced vocational interest inventory.

REFERENCE(S): Fouad, N.A., Cudeck, R., & Hansen J.I.C. (1984). Convergent validity of the Spanish and English forms of the Strong-Campbell Interest Inventory for bilingual Hispanic high school students. Journal of Counseling Psychology, 31, 339-348. Hanson, J.C., & Fouad, N.A. (1983). Translation and validation of the Spanish form of the Strong-Campbell Interest Inventory. Measurement and Evaluation in Guidance, 16, 192-197. Sue, D.W. & Frank, A.C. (1973). A typological approach to the psychological study of Chinese and Japanese American college males. Journal of Social Issues, 29, 129-148.

NUMBER 44

PROCEDURE: Survey of Interpersonal Value (SIV).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of inter-personal values.

REFERENCE(S): Gordon, L.V., & Medland, F.F. (1965). Values associated with intentions of Cuban refugees to remain in the U.S. army. Psychological Reports, 17, 15-18.

NUMBER 45

PROCEDURE: System of Multicultural Plualistic Assessment.

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive instrument for measuring cognitive and perceptual-motor skills, and adaptive behavior in children.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 46

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Spanish.

DESCRIPTION: Social maturity and behavioral problems are studied.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 47

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive test of verbal and performance IQ.

REFERENCE(S): Dean, R.S. (1979). Predictive validity of the WISC-R with Mexican-American children. Journal of School Psychology, 17, 55-58.

NUMBER 48

PROCEDURE: Wechsler Memory Scale.

LANGUAGE: Spanish.

DESCRIPTION: Experimental version of the Wechsler memory scale which is designed to detect various defecits in immediate and delayed memory.

REFERENCE(S): None Published.

NUMBER 49

PROCEDURE: Woodcock Language Proficiency Battery.

LANGUAGE: Spanish.

DESCRIPTION: This battery of tests assesses oral, written and reading language proficiency.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 50

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Spanish.

DESCRIPTION: A self-report measure of depression.

REFERENCE(S): William, W.K., & Zung, M.D. (1969). A cross-cultural survey of symptoms in depression. American Journal Psychiatry, 126, 116-121.
